DOCUMENT RESUME

ED 296 930 SO 019 165

TITLE Western Civilization Curriculum Guide. Bulletin 1759.
INSTITUTION Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE 87
NOTE 307p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS *Course Content; *Curriculum Development; High Schools; Information Sources; Instructional Materials; Learning Activities; Program Content; Resource Units; *Social Studies; State Curriculum Guides; *State Programs; Units of Study; *Western Civilization
IDENTIFIERS *Louisiana

ABSTRACT

Developed to stress the importance of the study of Western civilization, this Louisiana State high school curriculum guide contains social studies goals, program scopes and sequences, a list of 14 generalizations and related concepts, and a master course content outline. Ten study units teach about: (1) the ancient world; (2) the Middle Ages; (3) Renaissance Europe; (4) the Age of Absolutism; (5) the Age of Revolution; (6) industrial society; (7) European rivalries and World War I; (8) the years between the world wars; (9) World War II; and (10) post-World War II and the contemporary world. Each unit is divided into specific sections that contain: (1) generalization, concept and objective statements; (2) a course outline; and (3) suggested learning activities. Appendices include 267 references, a sample unit, suggested course evaluative techniques, and a skills chart. (JHP)

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State of Louisiana
Department of Education

WESTERN CIVILIZATION CURRICULUM GUIDE

Bulletin 1759

1987

Thomas G. Clausen, Ph.D.
Superintendent

U.S. DEPARTMENT OF EDUCATION
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This public document was published at a total cost of $3,650.00; seven hundred fifty copies of this public document were published in this first printing at a cost of $3,650.00. The total cost of all printings of this document including reprints is $3,650.00. This document was published by the Louisiana Department of Education, P.O. Box 94064, Baton Rouge, Louisiana 70804, to develop and establish statewide curriculum standards for required subjects under authority of LA R.S. 17:24 (E). This material was printed in accordance with standards for printing by State Agencies established pursuant to R.S. 43.31. Printing of this material was purchased in accordance with the provisions of Title 43 of the Louisiana Revised Statutes.

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

WESTERN CIVILIZATION CURRICULUM GUIDE

Bulletin 1759

1987

Issued by the

Office of Academic Programs

Thomas G. Clausen, Ph.D.
Superintendent

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FOREWORD

The Board of Elementary and Secondary Education has mandated that a unit of either World History, Western Civilization, or World Geography be required for graduation from Louisiana high schools beginning with the freshmen class in the 1984-85 school year. This curriculum guide has been published for those teachers who provide instruction to students who select Western Civilization as their third required unit of social studies. The historical knowledge acquired and the skills developed through the study of Western Civilization will help students to understand more completely the complex, interdependent world in which we all must live and work.

The Louisiana Department of Education is pleased to have produced this Western Civilization Curriculum Guide as part of its continuing effort to provide leadership in the improvement of education in Louisiana's schools. I would like to thank all of the teachers throughout the state who cooperated in this significant project designed to upgrade social studies education.

Thomas G. Clausen, Ph.D.
State Superintendent of Education

ACKNOWLEDGMENTS

This publication represents the cooperative efforts of personnel in the Bureaus of Secondary Education and Curriculum, Inservice, and Staff Development within the Office of Academic Programs. Special recognition goes to Dr. William Miller, Section Chief, Social Studies, who served as chairperson in the development of the guide. Special commendation goes also to members of the writing teams who worked diligently to make this publication a reality. In addition, special appreciation is given to Mrs. Gaynelle Faler, Staff member, Bureau of Curriculum, Inservice, and Staff Development, for her assistance in the development of this document.

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LOUISIANA SOCIAL STUDIES CURRICULAR GOALS

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge of new situations and data by:

   A. Acquiring knowledge about social organizations.

   B. Acquiring knowledge about the relationships between human beings and social environments, understanding some of the effects of these relationships, making value judgments about the consequences of these relationships.

   C. Acquiring knowledge about the relationships between human beings and the physical environment, explaining some of the effects of these relationships, and making value judgments about the consequences of these relationships.

   D. Acquiring knowledge about decision-making processes.

   E. Acquiring knowledge about conflict and the impact it has on individual and group relationships and making value judgments about these relationships.

   F. Expressing awareness of some of the beliefs and values expressed by people and recognizing that the times and places in which people live influence their beliefs, values, and behaviors.

   G. Demonstrating knowledge of ways beliefs and values are transmitted in various cultures.

   H. Acquiring knowledge about some of the influences that beliefs and values have on relationships between people.

II. Develops the competencies to acquire, organize, evaluate, and report information using various techniques, including computers and computer technologies, for the purpose of solving problems and clarifying issues by:

   A. Identifying the central problem in a situation and identifying the major issue in a dispute.

   B. Applying divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifying and locating sources of information and evaluating the reliability and relevance of these sources.

D. Demonstrating ability to use reliable sources of information.

E. Organizing, analyzing, interpreting, and synthesizing information obtained from various sources.

F. Using summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validating outcomes of investigation.

H. Appraising judgments and values that are involved in the choice of a course of action.

III. Encourages the examination of beliefs and values; recognizes the relationship between one's own value structure and own behavior; develops human relations skills and attitudes that enable one to act in the interest of self and others; fosters an appreciation of the unique nature and value of people even in a technological, computer-oriented age; and contributes to the development of a positive self-concept by:

A. Expressing awareness of the characteristics that give one identify.

B. Expressing awareness of one's goals (aspirations), the goals of the group with which one identifies, and correlating those goals.

C. Expressing awareness of the relative strengths of oneself and the groups with which one identifies; recognizing the social barriers to full development that may exist; suggesting ways of maximizing one's effectiveness.

D. Examining one's own beliefs and values and the relationships between these and behavior.

E. Developing the human relations skills and attitudes necessary to communicate with others.

F. Expressing awareness of the physical, intellectual, and social conditions of human beings; and suggesting ways these can be improved.

G. Demonstrating a commitment to individual and group rights, and acting in support of equal opportunities.

H. Demonstrating effective involvement in social interaction.

I. Developing a positive feeling about oneself.

LOUISIANA SOCIAL STUDIES PROGRAM

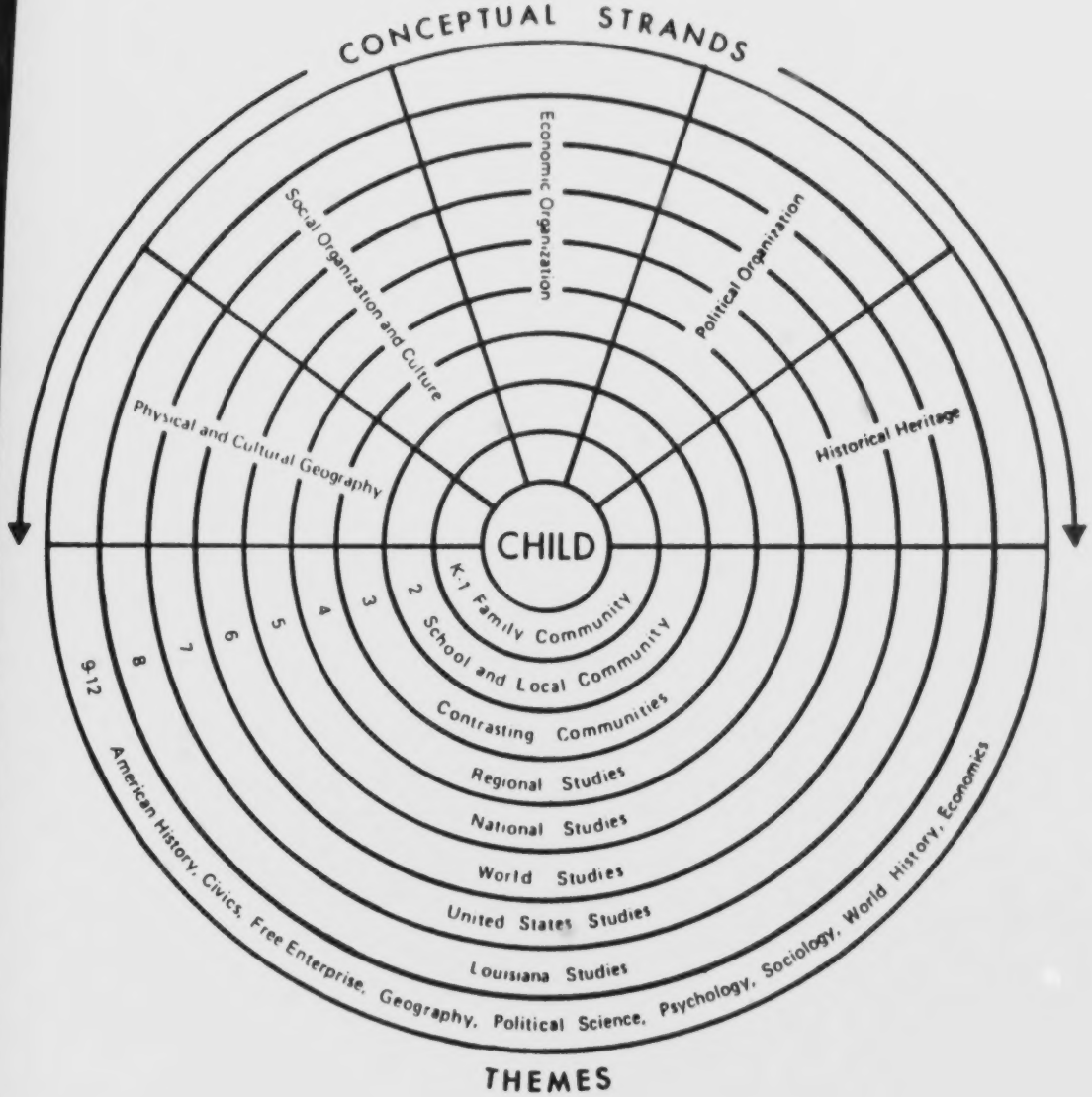
Scope and Sequence

The schematic diagram, "Scope and Sequence for Louisiana Social Studies," graphically represents major features of the social studies education program design. It shows the child as the center and dominant interest of the program. At the top of the chart are the Conceptual Strands encompassing Economic Organization, Historical Heritage, Political Organization, Political and Cultural Geography, and Social Organization and Culture. These strands indicate selection principles to be used in drawing upon the disciplines of anthropology, economics, history, political science, and sociology for course content. The design of the elementary program, then, is shown to be multidisciplinary. The central concepts recurrently treated throughout the program are identified in the "Conceptual Strands Chart" that follows the Scope and Sequence Chart.

Sequencing is based upon the spiral pattern of introducing concepts and skills and then treating them at increasing levels of complexity from grade level to grade level. The Themes shown in the diagram of the chart are used in selecting and sequencing course content. Through grade six there is a modified expanding horizon pattern beginning with that which is familiar and near to the child--the Family Community. The program then sequentially proceeds outward through School and Local Community, Contrasting Communities, Regional Studies, National Studies, and World Studies. The middle school grades reverse this pattern. World Studies in the sixth grade is followed by American Studies and moves homeward again with the Louisiana Studies course. The American Studies and Louisiana Studies courses are designed as broad cultural studies to provide the scope of experiences appropriate to the age group. These courses are also designed for articulation with other aspects of the middle school curriculum and the high school separate subject design. The high school courses for which curriculum standards and curriculum guides have been developed are Civics, Free Enterprise, American History, Western Civilization, World History, and World Geography.

Another major component of the program's scope and sequence is represented by the accompanying skills charts. One of these skills show that are shared with other subjects, and the other shows those skills that are major responsibilities of the social studies program. The skills are coded with asterisks showing the grade levels at which they are to be introduced, developed, mastered, and continued for increasing sophistication. These charts are adapted from the rather extensive array of skills identified by the National Council for the Social Studies.

In addition to the charts, objectives of the Louisiana Social Studies Program are further defined by the statements of program goals and course objectives and by course content outlines, unit overviews, and suggested activities and resources. Collectively these features seek to fulfill the ABC's of curriculum--articulation, balance, and continuity and, thereby, to provide a cumulative, developmental framework for Louisiana's children and youth.



I. SCOPE and SEQUENCE
for LOUISIANA SOCIAL STUDIES

CONCEPTUAL STRANDS CHART

Physical & Cultural Geography	Social Organization	Economics Organization	Political Organization	Historical Heritage
Location	Family	Types of economic systems	Types of political systems	Change
Topography	Home	Business cycle	Government	Cause and effect
Climate	Community	Scarcity	Politics	Continuity
Natural Resources	Culture	Market characteristics	Law	Values and beliefs
Ecology	Food Dress Customs Language Education Recreation Music Art Architecture Literature Inventions	Production	Citizenship Loyalty Patriotism Rights Responsibilities	International relations
	Social change	Specialization		Traditions
	Moral & Spiritual Values	Supply and demand		Landmarks
	Ethnic Groups & Contributions	Money and banking		Contributions of individuals
	Behavior	Consumerism		
		Technology		
		International trade		
		Networks (Transportation and Communication)		
		Economic Growth		
		Role of government		

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INTRODUCTION

Rationale:

History has always been an important element within the social studies curriculum. In recent years, however, the study of history, particularly Western Civilization, has declined in Louisiana's secondary schools. This guide is part of an effort to reaffirm the importance of Western Civilization in the Louisiana social studies curriculum.

The Western Civilization course in this guide was developed around the core idea that people need a sense of history to understand who they are, how they came to be the way they are, and where they might be going based upon what is known about the past. The intent of this core idea is to help students appreciate the human race and themselves through the systematic study of past events and to understand the development of ideas which have helped to shape the nature of every person.

Through the study of western civilization, we want to prepare students to understand the larger world, the world beyond the nation-state. The contemporary world is much more interrelated than at any other time in our history. Global economic, political, cultural, and ecological systems affect everyone. Students, too, are affected by these global systems; and they will continue to be affected by them later when they assume roles as adult citizens, consumers, and workers. Studying the history of western civilization can help the students to understand the formation and operations of these systems, especially Western European history which has provided so much to American society and culture.

Numerous definitions of history are available. For the purposes of this guide, history has been defined as the unique process for passing on from one generation to another a record of previous generations' knowledge, values, and beliefs. Operating from this definition, the guide was written to identify the most important knowledge, beliefs, and values from past generations of Western Europeans which are worth sharing with the next generation.

Scope:

This guide is divided into 10 sections:

The Ancient World
The Middle Ages
Renaissance Europe
Age of Absolutism
Age of Revolution
Industrial Society
European Rivalries and World War I

Europe Between the Wars
The Second World War
Post-World War II and The Contemporary World

These periods help to organize historical information into sections according to some common theme, and the periods are reasonably consistent with organizational patterns usually associated with the study of Western Civilization.

The chronological organizational pattern was deliberately chosen to facilitate the systematic examination of all the major historical and cultural periods in the history of Western Civilization. There are numerous other instructional approaches with attractive rationales for their use. These include conceptual, topical, societal, national emphasis, thematic, and problem-centered approaches; combinations of these approaches are also possible.

However, the chronological organizational pattern was chosen over the others for several reasons. The chronological approach is a traditional approach to organizing history instruction; it is the dominant approach used by teachers; textbooks can easily accommodate the chronological instructional approach; and most teachers were educated in programs in which the chronological approach was used in their history courses.

It is important to be aware that the chronological organizational pattern also allows for opportunities to integrate a wide range of other instructional approaches and techniques. For example, a teacher may conduct an inquiry lesson based on a case study using original source documents. The presentation could be supported by artifacts, audiovisuals, or resource people, with the guide still being able to provide a basic structure on which to build the course.

Teachers are urged, however, to use an ecletic approach to their history instruction. Some instructional approaches are superior to others in helping students to acquire knowledge, develop skills, and cultivate values and beliefs. Teachers should use professional judgment in selecting multiple instructional approaches in order to improve student learning.

COURSE CONTENT:

The format used in this guide is very similar to that in the secondary social studies guides previously published by the Louisiana Department of Education. Each unit begins with an Overview that gives a brief description of what will be contained in the Unit. Following the Overview is the activity section of the unit which includes a Generalization, a set of Concepts, an Objective, a section of Content Outline, and several suggested Activities. The Generalization is a statement which establishes a relationship among several concepts. It may be either descriptive (gives a description of a general principle) or empirical (makes a general statement that can be empirically verified). A concept is a word or a phrase that is associated with an idea, and that idea has a particular set of attributes or elements associated with it. Both generalizations and concepts help to organize knowledge into larger units that are easier to manage, understand, and apply.

The Objective is a statement of what the student is explicitly expected to learn. The statement is cast in behavioral terms, i.e., the student must be able to demonstrate what has been learned. The writing committee also identified specific objectives as grade level standards. These grade level standards are objectives which the writing committee thought were especially important and would be appropriate items to select from for any statewide testing. The depth of treatment of these and any other objectives remains the responsibility of the teacher. Further, teachers may identify other objectives they may wish to address.

A selected list of generalizations and associated concepts was developed for use with this guide. The generalizations and concepts were selected based on their potential for application with the large amount of content associated with a Western Civilization history program. A list of the generalizations is given on the following pages, along with a set of concepts that will always be associated with each particular generalization.

GENERALIZATIONS
AND
ASSOCIATED CONCEPTS

GENERALIZATIONS
AND
ASSOCIATED CONCEPTS

Generalization 1:

Change has been a universal characteristic of all human societies.

Concepts:

Change
Evolution/revolution

Generalization 2:

A knowledge of the past is necessary to understand present and future events.

Concepts:

Time perspective and chronology
Historiography

Generalization 3:

No historical events have resulted from a single cause.

Concepts:

Multiple causation
Cause and effect

Generalization 4:

Leadership of certain individuals has had a profound influence on the course of history.

Concepts:

Multiple causation
Cause and effect
Leadership

Generalization 5:

Interpretations of the past are constantly changing as new data and trends result in altered perspectives.

Concepts:

Multiple causation
Cause and effect
Time perspective and chronology
Historiography

Generalization 6:

Changes in human society have been gradual through evolution or have been violent through revolution.

Concepts:

Multiply causation
Cause and effect
Continuity
Change
Evolution/revolution

Generalization 7:

All revolutions have altered the institutional structure of society.

Concepts:

Continuity
Evolution/revolution
Ideology

Generalization 8:

Technological advances have been a major influence in changing power structure.

Concepts:

Multiple causation
Cause and effect
Continuity
Cha

Generalization 9:

Basic values and beliefs of every society have been reflected in their creative accomplishments.

Concepts:

Continuity
Ideology
Cultural creativity

Generalization 10:

The motivating factors in human achievement have been either ideological or materialistic.

Concepts:

Multiple causation;
Cause and effect
Ideology

Generalization 11:

Great ideas have affected all civilizations.

Concepts:

Civilization
Ideology

Generalization 12:

Human progress has most often occurred under conditions of inter-societal communication.

Concepts:

Multiple causation
Cause and effect
Change

Generalization 13:

The rise of nationalist movements has altered the course of history.

Concepts:

Multiple causation
Cause and effect
Nationalism/internationalism

Generalization 14:

Geographic factors have influenced historical events.

Concepts:

Multiple causation
Cause and effect
Geographic history

The Content Outline provides specific basic information that can be used to organize concepts and develop generalizations. The Objective is a statement of what the student is explicitly expected to learn. The statement is cast in behavioral terms, i.e., the student must be able to demonstrate what has been learned.

The Activities are brief suggestions about things that could be done which could help the student achieve the stated objective. They are student-centered and are designed actively to engage the student. These activities are also designed to meet the needs of students of various skills and developmental levels. The activities are designated as follows:

"A" are for students achieving at grade level.
"B" are for students who are below grade level.
"C" are for advanced students.

The matching of students with activity levels is a task of the classroom teacher and may be accomplished in a variety of ways. Additionally, teachers should use their professional judgment in modifying any activity to suit the particular needs of their students. All teachers are encouraged to use whatever techniques, strategies, and resources are necessary to help the student achieve the stated objective. There is no requirement that a particular student be always assigned the same level of activity. One individual may be assigned "A" level for some objectives, "B" level for others, and "C" level for still others. A given class may or may not have students assigned to all three levels of the activities.

Teachers are especially urged to use activities which encourage historical interpretation. Students do not really understand that the information presented in textbooks is substantially the author's interpretation of a given set of information. The nature of the information or evidence, the methods or processes used to analyze it, and the author's perspective and judgment are all factors that can affect a particular interpretation. It is important that students be provided with opportunities to use the historical method, including original source information, to develop their own interpretations and judgments.

Each unit includes a vocabulary list which identifies key words or phrases for the unit. Students should have a strong understanding of these words in order to be successful in understanding the subject matter presented. Teachers are encouraged to emphasize vocabulary development throughout the course.

Finally, a resource list is provided at the end of the guide. The list includes appropriate books, periodicals, audiovisuals, and other resources. Also included in the resources are lists of significant cultural works (art, literature, and music) for each section which should be used to supplement the historical information provided in each unit.

Master Content Outline

Unit I

The Ancient World

I. Earliest civilizations:
   A. Pre-history
      1. Period before writing
      2. The role of specialists in determining pre-history
   B. The Stone Age
      1. Paleolithic or Old Stone Age
      2. Neolithic or New Stone Age
   C. Cultural stages: Savagery, barbarism, civilization
   D. Economic stages: Hunting and fishing, pastoral, agricultural, handicraft, and industrial stages

II. Eastern Mediterranean peoples
   A. Geographic advantages
   B. Common developments
   C. Egypt
   D. Fertile Crescent civilizations
      1. Sumerians
      2. Babylonians
      3. Hittites
      4. Assyrians
      5. Chaldeans
      6. Persians
      7. Phoenicians
      8. Hebrews
   E. Cultural achievements

III. Greek civilization
   A. Early Aegean civilizations
   B. City-states
      1. General characteristics
      2. Sparta
      3. Athens
   C. Political development
      1. Persian Wars

2. Peloponnesian Wars
3. Macedonian conquests
4. Hellenistic Kingdoms

D. Cultural achievements
1. Classical
2. Hellenistic

IV. Roman civilization
A. Early peoples of Italy
B. The Republic
1. Government
2. Punic Wars

C. The Empire
1. Characteristics of the Empire
2. Rise of Christianity
3. Social, political, and economic causes for decline and collapse

D. Cultural achievements

Unit II

The Middle Ages

I. Byzantine Empire
   A. Characteristics
   B. Conquests
   C. Cultural achievements

II. Islam
   A. Development and spread
   B. Conquests
   C. Cultural achievements

III. Russia
   A. Byzantine influence
   B. Kievan State
   C. Mongol conquest

IV. European Middle Ages
   A. Dark Ages
      1. Barbarian tribes
      2. Characteristics of Dark Ages
      3. Culture
   B. Feudalism
   C. Manorial system
   D. Crusades
   E. Later Middle Ages
      1. Development of cities
      2. Rise of middle class
      3. Evolution of nation/state
      4. Cultural achievements

Unit III

Renaissance Europe

I. Renaissance Europe
   A. Italy
      1. Distinctive features of Renaissance: Humanism and Classicism
      2. Cultural impact
   B. Northern Renaissance
   C. Major Renaissance figures

II. Reformation
   A. Decline of Church and growth of heresy
   B. Major figures
      1. Luther
      2. Calvin
   C. Spread of Protestantism
   D. English Reformation
   E. Wars of Religion
   F. Catholic Reformation

III. Age of Discovery
   A. Background causes
      1. Desire for eastern goods
      2. Rise of capitalism
      3. Technology
   B. European exploration
      1. Portugal
      2. Spain
      3. France
      4. Holland
      5. England
   C. Conquest and settlement of New World
   D. Political and economic results

Unit IV

Age of Absolutism

I. Causes and characteristics of Absolutism
   - A. In Spain
   - B. In France
   - C. In Russia

II. England
   - A. Puritan Revolution
     1. Causes
     2. Results
   - B. England under Cromwell
   - C. Restoration
   - D. Glorious Revolution
     1. Causes
     2. Results

III. Exceptions
   - A. German states
   - B. Italian states

IV. Age of Enlightenment
   - A. Philosophical foundation
   - B. Cultural and scientific achievements
   - C. Political, economic, and social impact

Unit V

The Age of Revolution

I. America
   A. External influences
      1. Philosophical
      2. Economic
   B. Effects: Western Europe

II. The French Revolution
   A. The influence of the Enlightenment
   B. Domestic problems
   C. Failure of attempted reforms under Louis XVI
   D. Proximate causes
   E. Events of the French Revolution
   F. The Directory and the Consulate
   G. World-wide impact of the French Revolution

III. Napoleonic Era
   A. The rise to leadership of Napoleon
      1. Career during French Revolution
      2. The Consulate
   B. The Empire
      1. Government
      2. Napoleonic wars
      3. Achievements
      4. Downfall

IV. The Congress of Vienna (1815)
   A. Organization and representation
   B. Political and territorial settlements

Unit VI

Industrial Society

I. The Industrial Revolution
   A. Science and technology
   B. Transportation and communication
   C. Development of the factory system
   D. Social and economic impact of the Industrial Revolution
      1. Rise of trade unions
      2. Marxism
      3. Socialism
      4. Anarchism and syndicalism
      5. Liberalism
      6. New forms of business and industry

II. Growth of Nationalism
   A. Revolutions of the 1830's and 1840's
   B. Unification of Italy
   C. Unification of Germany

III. Rise of Romanticism
   A. Literature
   B. Music
   C. Art

Unit VII

European Rivalries
and
World War I

I. Background causes of World War I
   A. Imperialism
   B. Militarism
   C. Nationalism
   D. The alliance system
      1. Triple Alliance
      2. Triple Entente
   E. Crises
      1. Africa
      2. Pacific
      3. Balkans

II. Beginnings of World War I
   A. Events at Sarajevo
   B. Alliance System

III. The war
   A. Central Powers
   B. Allied Powers
   C. War in Europe, 1914-1917
   D. War outside Europe, 1914-1917
   E. U.S. enters the war
   F. Russian Revolution
   G. Defeat of Central Powers

IV. The peace settlement of 1919
   A. The Big Four
   B. Wilson's Fourteen Points
   C. Dividing the spoils
   D. The new map of Europe
   E. Results of the war and treaty

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Unit VIII

Europe Between
the Wars

I. Post-war society
   A. Art, literature, music, architecture
   B. Technology
   C. Changing social values

II. Economic and political problems
   A. Soviet Union
   B. Great Britain
   C. France
   D. Other European nations
   E. United States

III. The Rise of Dictators
   A. Italy and Fascism
   B. Germany and Nazism
   C. Soviet Union and Stalinism
   D. Spanish Civil War
   E. Japanese militarism

Unit IX

The Second World War

I. The making of World War II
   A. Failure of the League of Nations
   B. Axis aggression

II. War in Europe
   A. Early Axis success
   B. Allied counterattack and victory

III. The results of the war
   A. End of Fascism, Nazism, and Japanese militarism
   B. Loss of Lives
   C. Material losses

Unit X

Post-World War II
and
Contemporary World

I. Efforts at collective security
   A. The Yalta and Potsdam Conferences
   B. Organization of the United Nations

II. The Cold War
   A. The breakdown of the wartime alliance and failure of the United Nations
   B. Soviet dominance in eastern Europe
   C. Western Reaction: The Containment Policy
      1. The Truman Doctrine
      2. The Marshall Plan
   D. Further tensions

III. The Free-World nations since World War II
   A. United States and Canada
   B. Western European states
   C. Common problems of the western nations

IV. Development of the Eastern and Western Blocs
   A. The Atlantic Alliance and Western European unification
   B. The Communist Bloc
   C. The Third World

V. Society in transformation
   A. Scientific and technological advancements
   B. Cultural and social trends

VI. The present in historical perspective

Unit I

The Ancient World

OVERVIEW

The prehistoric period is the long period before civilization emerged in certain river valley sites. The students will become familiar with the ways we learn and speculate about prehistoric societies. They will identify the "revolutionary" neolithic skills that man had to develop in order to create civilization. The earliest civilization of the Ancient Near East produced institutions, technology, and thought that profoundly effected the development of western society. The students will identify these societies and their contributions. Greek achievement in literature, art, philosophy, and science and Roman achievements in government and law have provided the bases of western civilization. The students will identify these contributions and apply them to their own world.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology; historiography

*OBJECTIVE: The student will be able to distinguish between the prehistoric and historic periods.

CONTENT OUTLINE

I. Earliest civilizations
   A. Prehistory
      1. Period before writing
      2. The role of specialists in determining prehistory

ACTIVITIES

A. Construct a time line from a prehistoric point to the present. Indicate on the line various significant events in the development of civilization with special emphasis on events in the prehistoric period.

B. Create a "history clock." Divide the clock into equal parts representing an appropriate amount of time, e.g., thousands of years. Fill in the hours according to the amount of human development (presence on earth of humans, technological development, artistic achievement, etc.) during this period.

C. Conduct an inquiry lesson using an artifact such as an arrow point, a pottery fragment, a wall painting, or animal bones. Develop hypotheses about the possible lifestyle of the people who owned these items. Create the artifacts/facsimiles or invite an archaeologist from a local university to bring artifacts to class.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

OBJECTIVE: The student will be able to compare and contrast the characteristics of Paleolithic with those of Neolithic societies.

CONTENT OUTLINE

B. The Stone Age
   1. Paleolithic or Old Stone Age
   2. Neolithic or New Stone Age
C. Cultural stages: Savagery, barbarism, civilization
D. Economic stages: Hunting and fishing, pastoral, agricultural, handicraft, and industrial stages

ACTIVITIES

A. Complete the following chart concerning the paleolithic and neolithic periods:

	Paleolithic	Neolithic
Method of Obtaining Food		
Tools		
Sheltering		
Family-tribal (social) Organization		

B. Make a chart describing the contributions of each age with respect to weapons, food/ clothing, shelter

C. Design a simulated hunting or camping trip in which the students have to identify articles that they would take on the trip for the following periods:

Modern Paleolithic Neolithic

GENERALIZATION: Human progress has most often occurred under conditions of inter-societal communication.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVE: The student will be able to locate the geographic sites of four significant river-valleys.

CONTENT OUTLINE

II. Eastern Mediterranean peoples
  A. Geographic advantages
  B. Common developments

ACTIVITIES

ABC. Produce a map of a site for a civilization. Compare the map to maps of the Nile River, Tigris-Euphrates, Indus River, and Yellow River civilizations. Note the similarities between the ideal site and the actual sites.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to list the major contributions of each ancient society.

CONTENT OUTLINE

C. Egypt
D. Fertile Crescent Civilizations
E. Cultural achievements

ACTIVITIES

A. Fill in the following chart

Contributions from these societies that are still present today:

Society	Contributions
1. Sumerians	
2. Babylonians	
3. Hittites	
4. Assyrians	
5. Chaldeans	
6. Persians	
7. Phoenicians	
8. Hebrews	

Focus attention on those things from the society that are still with us today.

B. Develop a list of major contributions made by ancient societies. Use a chart to organize the contributions associated with each society.

C. Develop a crossword or other word puzzle focusing on words which reflect contributions made by various ancient societies.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

*OBJECTIVE: The student will be able to describe the intellectual, political, and artistic contributions of Greek civilization.

CONTENT OUTLINE

III. Greek civilization
  A. Early Aegean civilization
  B. City-states
    1. General characteristics
    2. Sparta
    3. Athens
  C. Political development
    1. Persian Wars
    2. Peloponnesian Wars
    3. Macedonian conquests
    4. Hellenistic kingdoms
  D. Cultural achievements
    1. Classical
    2. Hellenistic

ACTIVITIES

A. Present group reports on Sparta and Athens which concentrate on political systems, artistic accomplishments, military achievements, economic systems, social class systems, cultural achievements, and geographic location. Conduct a discussion on the reasons why each city/state differed so radically from the other.

B. Generate a list of words which have Greek origins. Use the list to stimulate a group discussion of Greek civilization and its contributions to contemporary society.

C. Conduct a debate on which society, Athenian or Spartan, best represented Greek culture and civilization. One debate group should present the Athenian point of the view and another group should represent the Spartan side. Students not on a team should provide information supporting one side or the other. Take a "vote" on which city they would have liked to have lived in.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

*OBJECTIVE: The student will be able to describe the legal and political contributions of the Romans.

CONTENT OUTLINE

IV. Roman civilization
  A. Early peoples of Italy
  B. The Republic
    1. Government
    2. Punic Wars

ACTIVITIES

A. Chart the similarities and differences in politics and government of the United States, Roman Empire (during both the Republic and the Empire), and Greece.

B. Do a word scramble of Roman legal and political vocabularies.

C. Role play a conversation between a Roman "lawyer" and an American lawyer. Encourage the students doing the role playing to bring out similarities and differences between the Roman and American political and legal systems. Library research and other student preparation should be provided before the students conduct the interviews.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to explain how the Romans were able to build and maintain an empire.

CONTENT OUTLINE

C. The Empire
   1. Characteristics of the Empire

ACTIVITIES

A. Draw in the boundaries of the Roman Empire on a contemporary world map. Use these maps for a groups discussion of the growth of the Roman empire from village to vast empire.

B. List the modern European nations that would have been within the Roman Empire. Discuss reasons why the empire was able to be extended to include such large areas and diverse populations. Note the European languages that have evolved from Latin.

C. Role play the part of a person conquered by Roman army. Describe orally how the Roman army was able to conquer your country and how you "enjoyed" Roman citizenship.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to list factors in the decline and fall of the Roman Empire.

CONTENT OUTLINE

2. Rise of Christianity
3. Social, political, and economic causes for the decline and collapse

ACTIVITIES

A. Brain storm a list of reasons why an empire would "fall." Compare the student-generated list with the reasons provided by the text and other reference materials.

B. Fill in a map of the Roman Empire showing the migration routes of various barbarian groups. Complete a chart which supports the map activity. The chart should indicate barbarian groups involved and the reasons for their movement into the Roman Empire.

C. Role play the part of a provincial governor writing a letter to the Roman emperor identifying the problems of the province and requesting assistance in solving them. Write a similar letter from the emperor to the governor suggesting a solution.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to evaluate the cultural contributions of Roman civilization.

CONTENT OUTLINE

D. Cultural achievements

ACTIVITIES

A. Create a collection of words and phrases which allude to Roman mythology, for example, Venus, Mercury, Apollo, etc.

B. Fill in a chart of contributions made by Romans in the following categories: art, architecture, literature, science, and philosophy. Identify specific individuals associated with each category.

C. Write a paper comparing and contrasting the cultural achievements of the Greeks with those of the Romans. Emphasize how the Romans adopted Greek ideas in the following areas: art, literature, architecture, religion, and philosophy.

(Prehistory)

1. Civilization
2. Paleolithic
3. Prehistoric
4. Neolithic
5. Culture
6. Geology
7. Homo sapiens
8. Anthropology
9. Artifacts
10. Archaeology
11. Fossils

(Ancient Near East)

1. Phar
2. Polytheism
3. Cuneiform
4. Astrology
5. Ziggurat
6. River delta
7. Monotheism
8. City-state
9. Hieroglyphics
10. Empire
11. Papyrus
12. Obelisk

(Greeks)

1. Philosophy
2. Republic
3. Democracy
4. Epic

5. Tragedy
6. Solon
7. Stoicism
8. Polis
9. Tyrant
10. Classical
11. Hellenistic
12. Labyrinth
13. Olympiad
14. Oligarchy
15. Syllogism
16. Doric
17. Ionian
18. Corinthian
19. Acropolis
20. Ostracism
21. Academy
22. Epicureanism
23. Sophist

(Roman)

1. Plebeian
2. Patrician
3. Senate
4. Tribune
5. Consul
6. Dictator
7. Forum
8. Triumvirate
9. Magistrate
10. Pax Romana
11. Greco-Roman
12. Province
13. Empire
14. Gladiator
15. "Bread and Circuses"

16. Colosseum
17. Pyrrhic victory
18. Pontiff
19. Punic
20. Emperor (Caesar)
21. Fabian policy
22. "Crossing the Rubicon"
23. Legion
24. Pantheon
25. Despotism
26. Mare Nostrum
27. Aqueduct
28. Barbarian
29. Basilica

Unit II

The Middle Ages

OVERVIEW

The unity of the Roman Empire gave way to three distinct civilizations. The students will identify each of these and become acquainted with each. The students will identify the contributions of the Byzantine Empire in preserving classical learning and in transmitting religion and culture of the Slavs. The extent of the Byzantine Empire geographically and its decline will also be covered. The rise and spread of Islam and the achievements of this society will also be presented. Emphasis will be placed on the effect that Islamic civilization had on Western Europe. The European Middle Ages represent a blending of classical civilization, the church, and barbarian (Germanic) culture. The students will trace the elements of modern society that emerged during this period.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVES: The student will be able to identify the three major elements of the medieval civilizations of Greece and Rome, the Christian religion, and the cultures of the European barbarians.

CONTENT OUTLINE

I. Byzantine
   A. Characteristics
   B. Conquests

ACTIVITIES

A. Create a bulletin board display demonstrating elements of the Middle Ages. Include structures with architectural features influenced by the Greeks and Romans; a medieval Christian cathedral; and a picture of a vigorous, barbaric figure. The components should bring out the vigor that the barbarians infused into the tired, fallen, decadent Roman Empire. Use the display to initiate a lecture or presentation on the ingredients of the Middle Ages. Brief student reports on each component could also be used with the display and the presentation.

B. Make a chart with three headings: Christian religion, classical civilization, and European barbarians. Fill in specific examples of the contributions made to the Middle Ages for each category.

C. Develop a humorous skit or play about one or more of the three influences on the Middle Ages. Also, bring in a cartoon from the newspaper such as "Haggar" which might show one of these historical themes.

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GENERALIZATION: Human progress has most often occurred under conditions of inter-societal communication.

CONCEPT: Multiple causation, cause and effect, change

OBJECTIVE: The student will be able to identify the contributions of the Byzantine Empire in preserving and transmitting classical cultures.

CONTENT OUTLINE

C. Cultural achievements

ACTIVITIES

A. Develop a chart listing the political, military, and economic strengths and weaknesses of the Byzantine Empire.

B. Develop a word scramble featuring words from this unit.

C. Conduct a panel discussion on the topic of why the eastern empire survived for a thousand years after the western empire failed.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to relate the basic teachings of Mohammed to other religious teachings (Christianity and Judaism).

CONTENT OUTLINE:

II. Islam
A. Development and spread

ACTIVITIES:

A. From a list of basic religious tenets, classify each as common to Christianity, Judaism, and/or Islam.

B. Complete a crossword puzzle based upon the vocabulary from the unit.

C. Conduct group discussions/reports on the development of sects within the various major religions.

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GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

OBJECTIVE: The student will be able to describe the rise and expansion of Islam.

CONTENT OUTLINE

B. Conquests

ACTIVITIES

A. From a map of the Moslem world at about 750 A.D., color code the spread of Islam. Develop and test some hypotheses about why the patterns were that way.

B. Develop an annotated time line depicting the rise and expansion of Islam. Identify key dates, people, and events in its expansion. Illustrate with sketches or pictures.

C. Invite in a resource speaker to describe the Moslem religion, particularly its practices and history.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to describe the achievements associated with Islamic culture.

CONTENT OUTLINE

C. Cultural achievements

ACTIVITIES

A. Complete a chart of Islamic cultural contributions in the following areas: education, mathematics, physical science, medicine, agriculture, technology, literature, architecture, and philosophy.

B. Create a poster depicting Roman numerals and their Arabic equivalents. Write the significant dates of Islamic history in Roman and Arabic numerals.

C. Present a research-based oral report on outstanding scholars, literary figures, or a particular area of Moslem culture.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to describe the impact of Byzantine civilization on early Russia.

CONTENT OUTLINE

III. Russia
- A. Byzantine influence
- B. Kievan State
- C. Mongol conquest

ACTIVITIES

A. Conduct a research project on the Greek Orthodox Church's contribution to Russian history.

B. Compose a short paragraph describing the Byzantine influence on Russia.

C. Compose a brief drama depicting the introduction of Christianity into Russia.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

*OBJECTIVE: The student will be able to describe the political, social, and economic characteristics of feudalism.

CONTENT OUTLINE

IV. European Middle Ages
  A. Dark Ages
    1. Barbarian tribes
    2. Characteristics of Dark Ages
    3. Culture
  B. Feudalism
  C. Manorial system

ACTIVITIES

A. Write at least one paragraph summarizing each of the characteristics (political, social, and economic) of feudalism.

B. Draw three diagrams, one each illustrating the political, social, and economic aspects of feudalism.

C. Prepare a diary for a day or week describing the life of a person from one of the social classes: serf, noble, cleric. Ask students to share their diary entries with the class and, if necessary, justify their descriptions.

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GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to identify the major reasons for and the results of the crusades.

CONTENT OUTLINE

D. Crusades

ACTIVITIES

A. Conduct a mock interview with a German baron who has recently returned from a crusade.

B. Make a chart analyzing four crusades. Include dates, personalities, major events, and results.

C. Have students research and present reports followed by class discussion of religious wars throughout western history.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

*OBJECTIVE: The student will be able to list the factors contributing to the emergence of towns and cities and a middle class during the late Middle Ages.

CONTENT OUTLINE

E. Later Middle Ages
   1. Development of cities
   2. Rise of middle class

ACTIVITIES

A. Develop case studies of three European cities which emerged during the Middle Ages. Examine common elements to determine fundamental factors contributing to the emergence of these cities.

B. Ask a student to role play a former serf who has gone to a medieval city and has returned to the manor. The student should describe the visit to the city and give reasons why he or she would want to migrate to the city. Encourage the students doing the role playing to emphasize the factors which encouraged the growth of cities.

C. Research medieval "professions" such as "medical doctor" (barber), carpenter, craftsman, banker, merchant, scholar, professor, secretary, midwife, innkeeper, and so forth. Identify their training, social status, material wellbeing, etc.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, evolution/revolution, change

*OBJECTIVE: The student will be able to trace the development of the early dynastic European monarchies.

CONTENT OUTLINE

3. Evolution of nation/state

ACTIVITIES

A. Create a time line for either France, England, or Spain identifying major early dynastic monarchs and events of their respective reigns.

B. Create a time line for France, England, or Spain.

C. Prepare and conduct a quiz-bowl game with questions focusing on the monarchs and events of the period.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to identify the cultural achievements associated with the late middle Ages.

CONTENT OUTLINE

4. Cultural achievements

ACTIVITIES

A. Conduct oral readings of ballads from the Middle Ages. Follow with a class discussion of their styles and themes.

B. Construct models or draw musical instruments, Romanesque or Gothic structures, or illuminated manuscripts.

C. Prepare and present a skit on a lesson being taught at the University of Paris by Peter Abelard. Roles should be assigned to Peter Abelard, other university students, and irate townspeople.

VOCABULARY

Europe

1. Sacrament
2. Crusade
3. Manor
4. Serf
5. Knight
6. Chivalry
7. Burgher
8. Bourgeoisie
9. Fief
10. Lord
11. Vassal
12. Excommunication
13. Peasant
14. Interdict
15. Joust
16. Guild
17. Heresy
18. Black Death
19. Romanesque
20. Gothic
21. Flying buttress
22. Vernacular
23. Romance language
24. Troubadours
25. Fables
26. Scholasticism
27. Master
28. Apprentice
29. Journeyman
30. Monasticism
31. Pilgrimage

Byzantine

32. Patriarch
33. Slavic
34. Czar
35. Icon

Moslem

36. Islam
37. Mosque
38. Minaret
39. Infidel
40. Mosaic
41. Filigree
42. Caliph

Unit III

Renaissance Europe

OVERVIEW

This unit gives the student an opportunity to view the Renaissance as a period of transition between medieval and modern western Europe. This period is characterized by the rebirth of the classical civilization of Greece and Rome which glorified the individual. Students will come to understand the Renaissance as a period in which the religious, other-worldly emphasis gives way to a more secular-oriented society. The Renaissance of the Middle Ages, which began in Italy and later moved to Northern Europe, was marked by great achievements in literature, art, architecture, and music as well as science and technology.

Students will also come to understand the tremendous economic changes brought on by the Age of Exploration which led to the Commercial Revolution. As a result, there was a revival of international trade and overseas European colonization.

The Protestant Reformation was a revolt against the religious authority and certain doctrines of the Roman Catholic Church. Students will be given the opportunity to understand how the Reformation shattered Roman Catholic unity and led to Christian diversity and religious wars in Western Europe.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

*OBJECTIVE: The student will be able to identify the characteristics of the Renaissance.

CONTENT OUTLINE

I. Renaissance Europe
   A. Italy
      1. Distinctive features of Renaissance: Humanism and Classicism
      2. Cultural impact
   B. Northern Renaissance

ACTIVITIES

A. Create a chart comparing and contrasting the characteristics of the Renaissance with those of the Middle Ages and the present day.

B. Write a paragraph on the meaning of the term "Renaissance."

C. Write brief essays explaining the basis of Renaissance thought and how it influenced education, politics, scholarship, and individualism.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

OBJECTIVE: The student will be able to identify the major figures in literature, art, music, architecture, science, and politics/government.

CONTENT OUTLINE

C. Major Renaissance figures

ACTIVITIES

A. Make a chronological chart with columns for major figures and achievements in literature, art, music, architecture, science, and politics/government.

B. Provide the students with a list of Renaissance personalities whose names are to be matched with their achievements.

C. Conduct case studies of Renaissance figures. Use documents, paintings, and music in the study.

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GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to describe the conditions within the Catholic Church which stimulated the movement toward reform.

CONTENT OUTLINE

II. Reformation
    A. Decline of the church and the growth of heresy

ACTIVITIES

A. Create a list identifying and describing the major problems and practices in the Catholic Church which stimulated the desire for reform.

B. Develop a vocabulary list of church practices which stimulated the Reformation. Use the list to create a word puzzle.

C. Write a research essay comparing the Catholic Church's attitude about the Reformation then and now.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

OBJECTIVE: The student will be able to identify leaders of the Protestant Reformation.

CONTENT OUTLINE

B. Major figures
   1. Luther
   2. Calvin

ACTIVITIES

A. List the major leaders of the Protestant Reformation and give their major points of disagreement with the Catholic Church.

B. Choose a major Protestant leader of the Reformation and write a biographical sketch of him.

C. Debate the Protestant and Catholic views of the Reformation.

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GENERALIZATION: All revolutions have altered the institutional structure of society.

CONCEPTS: Continuity, evolution/revolution, ideology

*OBJECTIVE: The student will be able to analyze the effects of Protestantism on politics.

CONTENT OUTLINE

C. Spread of Protestantism
D. English Reformation
E. Wars of Religion

ACTIVITIES

A. List the countries that were politically affected by Protestantism.

B. Create a series of color coded maps indicating the countries in Europe during the 1600's which were either Roman Catholic or Protestant.

C. Create a chart comparing the religious influence on the Peace of Augsburg and on the Treaty of Westphalia.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

OBJECTIVE: The student will be able to identify the forces for change in the Catholic Church and the results of each.

CONTENT OUTLINE

F. Catholic Reformation

ACTIVITIES

A. Make a list of the outcomes of the Council of Trent and their impact on the later Catholic Church.

B. Develop a vocabulary diagram based upon terms related to the Catholic Reformation. With the diagram, demonstrate the relationships among the words.

C. Role-play leading figures of the Reformation and Catholic Reformation, such as Pope Leo X and Ignatius Loyola, in which they present and defend their actions and beliefs.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to identify factors that stimulated the search for all-water routes to the East.

CONTENT OUTLINE

III. Age of Discovery
  A. Background causes
    1. Desire for Eastern goods
    2. Rise of capitalism
    3. Technology

ACTIVITIES

A. Design a collage that represents the technological advances that led to European exploration.

B. Make a poster which displays the technological advances that led to European exploration.

C. Design a full page newspaper ad that should entice participation on a voyage of exploration.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

OBJECTIVE: The student will be able to list the major explorers involved with the search for all-water routes.

CONTENT OUTLINE

B. European exploration
   1. Portugal
   2. Spain
   3. France
   4. Holland
   5. England
C. Conquest and settlement of the New World
D. Political and economic results

ACTIVITIES

A. Develop an overlay map indicating major explorers, their countries, and the routes taken from 1487 to 1682.

B. Make a chart matching explorers and areas explored.

C. Role play a journalist reporting on the voyage of any one of the major explorers of this era.

Renaissance

1. Renaissance
2. Secular
3. Humanism
4. Sonnet
5. Perspective (art)
6. Utopia
7. Scientific method

Reformation

1. Heresy
2. Inquisition
3. Simony
4. Nepotism
5. Schism
6. Indulgence
7. Theses
8. Salvation by faith
9. Priesthood of all believers
10. Predestination
11. Theocracy
12. Calvinist

Age of Discovery

1. Monopoly
2. Cathay
3. Creole
4. Conquistadores
5. Compass
6. Astrolobe
7. Maize

Unit IV

Age of Absolutism

OVERVIEW

In this unit, students will examine the major political reorganization that took place between the beginning of the Middle Ages and the end of the eighteenth century. The feudal nobility and the universal church had been weakened, and the monarchs of Europe built up their power. Absolutism, a system of unchecked political power, became widespread.

The support for absolutism came out of a desire for security from the upheavals, both domestic and international, that plagued Europe during the later Middle Ages.

Absolutism reached its height under Louis XIV of France, and European monarchs admired and imitated his extravagant life style. Students should note, however, that England was an exception to the European trend toward absolutism because of its development of a constitutional monarchy.

GENERALIZATION: The rise of nationlist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

*OBJECTIVE: The student will be able to explain the reasons for the development of absolute monarchies, the characteristics of absolutism, and its relationship to balance of power politics.

CONTENT OUTLINE

I. Causes and characteristics of absolutism
   A. In Spain
   B. In France
   C. In Russia

ACTIVITIES

A. Design a chart of the major European dynasties and the countries with which they were associated along with a general chronology of major events of the sixteenth and seventeenth centuries.

B. Develop a simple crossword puzzle based on the words from this unit.

C. Conduct a case study of the palace at Versailles. Use it as a case study of the excesses under absolutism. Examine it from several perspectives: Reasons for its construction, costs (labor and money), artistic value, perception by common people, etc.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to analyze why England did not follow the pattern of absolutism.

CONTENT OUTLINE

II. England
- A. Puritan Revolution
  - 1. Causes
  - 2. Results
- B. England under Cromwell
- C. Restoration
- D. Glorious Revolution
  - 1. Causes
  - 2. Results

ACTIVITIES

A. Design a diagram which demonstrates the development of the English constitutional system.

B. Make a list of the English monarchs beginning with James I (1603) and ending with George I (1715).

C. Conduct case studies of the development of national legislatures in France, England, and the Holy Roman Empire. Focus on similarities and differences.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to identify the factors that prevented German and Italian unification.

CONTENT OUTLINE

III. Exceptions
  A. German states
  B. Italian states

ACTIVITIES

A. Draw a color coded map of fifteenth century Germany and Italy showing the extensive political divisions within each country.

B. Write a newspaper feature article describing why Germany and Italy were exceptions to the pattern of European absolutism.

C. Conduct a case study of Germany or Italy during the fifteenth century. Focus on factors which prevented unification. Use historical studies as the basis for the study.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

*OBJECTIVE: The student will be able to explain the nature of the Enlightenment, its effects, and major figures.

CONTENT OUTLINE

IV. Age of Enlightenment
  A. Philosophical foundation
  B. Cultural and scientific achievements
  C. Political, economic, and social impact

ACTIVITIES

A. Develop a list of the characteristics of the Enlightenment. Place the characteristic next to the name of a major figure in the Enlightenment associated with the characteristic.

B. Choose a major figure of the Enlightenment and compare and contrast that individual with one from the contemporary period. Compare figures from the areas of politics, science, and philosophy.

C. Conduct a study of the Enlightenment through the works of major authors of the period. Read and discuss passages from the works of Locke, Rousseau, or Voltaire.

1. Divine right
2. Absolute monarch
3. Mercantilism
4. Tariffs
5. Balance of power
6. Armada
7. Huguenot
8. Dynasty
9. Colony
10. Enlightened despot

Unit V

The Age of Revolution

OVERVIEW

This section will allow the students to analyze the economic, political, and social factors which contributed to the American and French revolutions of the late eighteenth century. Special emphasis will be placed on the Enlightenment as a contributing agent to development of revolutionary ideas. In addition to the American and French revolutions, the Napoleonic Era will be evaluated for its characteristics and effects on both America and Europe. The students will also discuss the rise of conservatism, liberalism, and nationalism as forces in nation-building in Europe, and the reaction to the Napoleonic Era through the geographic and political changes created and mandated by the Congress of Vienna.

This section will address the complex series of changes which occurred in Europe and America in the eighteenth and nineteenth centuries. During this period new ideas and attitudes developed about government and the relationship of the people to one another. The events which brought a climax to these ideas were the American and French revolutions. The students will examine the influence of these revolutions on the modern world, especially recent revolutions.

The students will also begin to trace the development of political ideas and social concepts as emphasized by the Age of Enlightenment and to identify the major figures of this period. Some common thread of ideas of modern

America and Europe should be investigated to enable the students to associate the current political, social, and economic ideas with their roots in the Enlightenment. Also the ideas of political and geographic reconstruction after a war should be examined by the students.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to list the European reasons for political and economic unrest in the American colonies.

CONTENT OUTLINE

I. America
   A. External influences
      1. Philosophical
      2. Economic
   B. Effects: Western Europe

ACTIVITIES

A. Role play the parts of an American colonist, a British merchant, and a member of the British Parliament. Present justifications for or against American independence.

B. Develop a "Before and After" chart noting the political and economic attitude of Britian before and after American Revolution.

C. Write newspaper editorials defending or opposing the British colonial policies before the American Revolution.

GENERALIZATION: No Historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to list the factors that contributed to the French Revolution.

CONTENT OUTLINE

II. The French Revolution
- A. The influence of the Enlightenment
- B. Domestic problems
- C. Failure of attempted reforms under Louis XVI
- D. Proximate causes
- E. Events of the French Revolution
- F. The Directory and the Consulate
- G. World-wide impact of the French Revolution

ACTIVITIES

A. Develop a diagram showing the divisions of French society into the three estates. Annotate the diagram to show the inequities created by this stratification.

B. Draw a social pyramid with various colors to indicate the divisions in French society.

C. Create a brief chart comparing and contrasting the causes, course, and consequences of the American Revolution with those of the French Revolution.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

*OBJECTIVE: The student will be able to discuss the effects of Napoleonic rule on France and the rest of Europe.

CONTENT OUTLINE

IV. Napoleonic Era
  A. The rise to leadership of Napoleon
    1. Career during French Revolution
    2. The Consulate
  B. The Empire
    1. Government
    2. Napoleonic wars
    3. Achievements
    4. Downfall

ACTIVITIES

A. Develop a class project on Napoleon. Include a biographical profile, posters, cartoons, newspaper editorials praising and denouncing him, relief maps of his major battles/campaigns, resource material, etc.

B. Create a collage depicting the effects of Napoleonic rule in France.

C. Conduct a biographical case study of Napoleon. Focus on the personal characteristics which allowed him to accomplish so much and caused him to lose much that he had gained.

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GENERALIZATION: All revolutions have altered the institutional structure of society.

CONCEPTS: Continuity, ideology, evolution/revolution

OBJECTIVE: The student will be able to identify the political and geographic changes made at the Congress of Vienna.

CONTENT OUTLINE

V. The Congress of Vienna (1815)
   A. Organization and representation
   B. Political and territorial settlements

ACTIVITIES

A. Color code outline maps of Europe to indicate the status of countries before and after the Congress of Vienna.

B. Conduct a skit concerning the Congress of Vienna. Role play various major figures debating the future of France after Napoleon.

C. Develop a chart comparing and contrasting Europe before and after the Congress of Vienna. List the major European nations and the geographic, political, and economic consequences before and after the Congress.

1. Bill of Rights
2. Republic
3. Democracy
4. Constitutional monarchy
5. Coup d'etat
6. First Estate
7. Second Estate
8. Third Estate
9. Habeas corpus
10. Old Regime
11. Guillotine
12. Reign of Terror
13. Conservative
14. Reactionary

Unit VI

Industrial Society

OVERVIEW

This section will trace the factors that led to the Industrial Revolution and examine the impact of the Industrial Revolution on society in Europe and America. The students will discuss the reforms that grew out of industrialization and the expansion of social ideas. The effects of these social concepts will be related to the modern human rights movements.

The students should begin to relate the interdependence of economic systems to the means of production established at this time, the reaction of governments to the changing attitudes of the working people, the attempts at political equality with special emphasis on the role of women's rights, and how industrialization led to urbanization.

The Industrial Revolution changed the way people lived; it also changed the way people thought. This section describes the extraordinary intellectual creativity of that period and explores how new ideas created feelings of insecurity and anxiety, from Utopian Socialism and Marxism to Einstein's theory of relativity, that have had enormous impact in the twentieth century. This section will also describe the reaction against Enlightenment rationalism that was expressed in romantic art and literature.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

*OBJECTIVE: The student will be able to describe the origin and development of the Industrial Revolution.

CONTENT OUTLINE

I. The Industrial Revolution
   A. Science and technology
   B. Transportation and communication
   C. Development of the factory system

ACTIVITIES

A. Create a diagram showing the relationships between factors that brought about the Industrial Revolution.

B. List the specific inventions that spurred the Industrial Revolution. Draw simple sketches of each.

C. Write an essay justifying the use of the word "revolution" in reference to the phrase Industrial Revolution. Compare and contrast the two kinds.

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GENERALIZATION: All revolutions have altered the institutional structure of society.

CONCEPTS: Continuity, evolution/revolution, ideology

*OBJECTIVE: The student will be able to describe the social, political, and economic ramifications of the industrial revolution.

CONTENT OUTLINE

D. Social and economic impact of the Industrial Revolution
   1. Rise of trade unions
   2. Marxism
   3. Socialism
   4. Anarchism and syndicalism
   5. Liberalism
   6. New forms of business and industry

ACTIVITIES

A. Develop a list of benefits society derived from the Industrial Revolution. Next to each benefit, identify problems which occurred as a result. Do a similar analysis for the "Technological Age."

B. Make a scrapbook of pictures which represent the benefits and evils of the industrial society.

C. Conduct a case study of one of the following significant figures of the Industrial Revolution: Jeremy Bentham, John Stuart Mill, Adam Smith, Robert Malthus, David Ricardo, Saint-Simon, Charles Fourrier, Louis Blanc, Robert Owen, Karl Marx, and Friedrich Engels.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

*OBJECTIVE: The student will be able to explain how nationalism affected Europe from 1815 to 1870.

CONTENT OUTLINE

II. Growth of Nationalism
  A. Revolutions of the 1830's and 1840's
  B. Unification of Italy
  C. Unification of Germany

ACTIVITIES

A. Develop a list of factors that led to the revolutionary movements in Europe between 1815 and 1914. Next to each factor, list the political, social, and economic consequences of the movement.

B. Create overlay maps which compare and contrast Europe in 1815 with Europe in 1915.

C. Write a chronology of one major revolution of the nineteenth century. Accompany it with a brief biography of a major figure associated with the revolution.

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GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to explain the relationship between Nationalism and Romanticism.

CONTENT OUTLINE

III. Rise of Romanticism
  A. Literature
  B. Music
  C. Art

ACTIVITIES

A. Develop a list of European composers, writers, and artists of the Romantic period. Next to each, identify a major work which represents their view of the period. Read and discuss selected works.

B. View pieces of art or listen to musical compositions associated with the Romantic period and discuss them.

C. Develop an audiovisual slide presentation on the music and art of the 19th century Romantic period. Write an accompanying narrative which supports the relationship between nationalism and romanticism.

VOCABULARY

1. Technology
2. Laissez faire
3. Domestic system
4. Corporation
5. Dividend
6. Exploration
7. Utopian
8. "Iron law of wages"
9. Industrial Revolution
10. Spinning jenny
11. Cotton gin
12. Socialism
13. Communism

Unit VII

European Rivalries and World War I

OVERVIEW

This unit will trace the creation of European rivalries and examine their relationship to the onset of World War I. The terms militarism, nationalism, and imperialism will be given particular attention because of their importance in examining the causes of the First World War. America's involvement in the war will also be examined, particularly its isolationist policies before the war and the events which led to later American involvement in the war.

Militarism, nationalism, and imperialism are concepts featured in this unit. Additionally, the role of these concepts in the events leading to World War I is described. This section gives special attention to the concept of nationalism as a driving force in political affairs before World War I.

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GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to explain how national rivalries led to The Great War.

CONTENT OUTLINE

I. Background causes of World War I
   A. Imperialism
   B. Militarism
   C. Nationalism
   D. The alliance system
      1. Triple Alliance
      2. Triple Entente
   E. Crises
      1. Africa
      2. Pacific
      3. Balkans

II. Beginnings of World War I
   A. Events at Sarajevo
   B. Alliance system

ACTIVITIES

A. Prepare a mixed list of characteristics and examples of imperialism and nationalism. On a separate chart, classify the characteristics and examples as either imperialism or nationalism.

B. Design color-coded maps which show the Triple Alliance and Triple Entente powers.

C. Create an annotated time line of the major events in Europe from June 28 to August 3, 1914.

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GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to describe the roles of "total war" and technology in modern warfare.

CONTENT OUTLINE

III. The war
- A. Central Powers
- B. Allied Powers
- C. War in Europe, 1914-1917
- D. War outside Europe, 1914-1917
- E. U.S. enters the war
- F. Russian Revolution
- G. Defeat of Central Powers

ACTIVITIES

A. Prepare oral reports on some of the weapons and military techniques used during World War I.

B. Make a scrapbook of weapons used in World War I.

C. Develop cartoons, posters, and editorials, speeches, or songs which support the positions taken by the United States, Great Britian and Germany during World War I. Use as many propaganda techniques as possible in these activities.

C. (Alternate activity) Prepare reports on the Schlieffen Plan, submarine warfare, the Eastern Front, the assassination at Sarajevo, the sinking of the Lusitana, the Lafayette Escadrille, the American Expeditionary Force, and the music of World War I.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, time perspective and chronology, historiography

OBJECTIVE: The student will be able to compare the purposes and outcomes of the Treaty of Versailles with Wilson's Fourteen Points Peace Plan.

CONTENT OUTLINE

IV. The peace settlement of 1919
- A. The Big Four
- B. Wilson's Fourteen Points
- C. Dividing the spoils
- D. The new map of Europe
- E. Results of the war and treaty

ACTIVITIES

A. Develop a chart listing Wilson's Fourteen Points. Write a brief description of each point's eventual impact on Europe.

B. Develop overlay maps contrasting European political boundaries before and after the Treaty of Versailles.

C. Give a "Point/Counter-Point" presentation on whether the Treaty of Versailles was or was not similar to the Vienna Settlement of 1815.

VOCABULARY

1. Totalitarianism
2. Communism
3. Socialism
4. Depression
5. Reparation
6. Separate peace
7. Reich
8. Anti-semitism
9. Purges
10. Mandate
11. Isolationism
12. Contraband
13. Armaments

Unit VIII

Europe Between the Wars

OVERVIEW

The students will examine the economic and political events of the period between the world wars in order to better understand how these events in the several countries of western Europe and America helped bring on the Second World War. They will trace the development of dictatorial regimes in Germany, Italy, Russia, and Spain during this period and will recognize how specific personalities in these countries helped shape the events that led directly and indirectly to the Second World War.

The student will be able to relate the weaknesses and failures of the Treaty of Versailles and League of Nations to the onset of World War II. Once again, students will become familiar with the terms militarism, nationalism, and imperialism. Students will also trace the cause and effects of the Great Depression as world-wide phenomena.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to identify the cultural characteristics of Western Europe between World Wars I and II.

COURSE CONTENT

I. Post-war society
   A. Art, literature, music, architecture
   B. Technology
   C. Changing social values

ACTIVITIES

A. Role play a major cultural figure of the period between World Wars I and II. Present a "lecture" to the class on your role in society during this period.

B. Design a collage depicting household items available today that were not available between World Wars I and II.

C. Conduct a "scavenger hunt" from a teacher-made list of events which occurred during the period 1919-1938. Focus on sporting events, plays, books, movies, diasters, people, and so forth. Correlate the events with a time line for the period.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

*OBJECTIVE: The student will be able to explain the causes and effects of the Great Depression.

COURSE CONTENT

II. Economic and political problems
   A. Soviet Union
   B. Great Britain
   C. France
   D. Other European nations
   E. United States

ACTIVITIES

A. Write newspaper articles reporting the reasons for the Great Depression.

B. Develop a list of Great Depression-related words and terms that can be used in word-puzzles.

C. Prepare an oral history project on the Great Depression. Include the use of resource people, especially community people who lived during the Great Depression.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

*OBJECTIVE: The student will be able to characterize three major forms of totalitarian governments that existed in Europe (nazism, fascism, and communism) between World Wars I and II.

COURSE CONTENT

III. The Rise of Dictators
  A. Italy and Fascism
  B. Germany and Nazism
  C. Soviet Union and Stalinism
  D. Spanish Civil War

ACTIVITIES

A. Develop biographical profiles on each of the major political leaders in the following countries during the period between World Wars I and II: Soviet Union, Germany, France, Italy, Great Britain, Spain, and the United States. Profiles should include annotated times lines indicating major events associated with the leaders and their countries.

B. Create a set of time lines identifying the major events in the rise of power of these totalitarian leaders: Hitler, Stalin, Mussolini, and Franco. Discuss any similarities in their rise to power and their fall.

C. Conduct a panel discussion on the failure of democratic principles in Italy, Germany, Spain, and the Soviet Union prior to World War II. Focus particular attention on the failure of free speech, free press, and freedom of assembly in these countries during the 1930's.

VOCABULARY

1. Imperialism
2. Moratorium
3. Entente
4. Alliance
5. Propaganda
6. Ultimatum
7. Belligerence
8. Attrition

Unit IX

The Second World War

OVERVIEW

Students should view World War II as a global conflict and should be given a European viewpoint of causation and goals. They should be able to make comparisons between World War I and World War II, particularly on how war pushed technology, which in turn increased the war-making capability of the world.

Students should be encouraged to understand how their world today is different because of World War II. This unit will provide excellent opportunities for research into the atrocities of war and of individual roles of leaders within the war. They should be able to see the relationship between contemporary problems and their causes during and after World War II.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to trace the cause of World War II.

COURSE CONTENT

I. The making of World War II
   A. Failure of the League of Nations
   B. Axis aggression

ACTIVITIES

A. Develop an annotated chronology of the events leading to World War II. Emphasize especially those incidents and events in which the Allied powers failed to act or acted ineffectively.

B. Make a series of overlay maps which chart the progress of the Axis powers from 1939 to the end of the war in Europe in 1944.

C. Develop a history project on World War II. Include visual displays such as posters, pictures, maps, political cartoons, posters; simulated newspaper and radio reports on the war; community resource people such as World War II veterans of the European campaign; and panel discussions of various aspects of the war.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to compare and contrast military strategy and technology used in World War I with those used in World War II.

COURSE CONTENT

II. War in Europe
   A. Early Axis success
   B. Allied counter attack and victory

ACTIVITIES

A. Create a visual display including drawings, sketches, paintings, models, and pictures comparing, and contrasting the technology used in World War I and II.

B. Draw pictures of weapons used by the armies, navies, and air forces of the various nations in World War I and II. Label the pictures so that significant changes from one war to the next can be noted.

C. Conduct a panel discussion on the use of the advanced technology in war. Give special emphasis to the morality of war and the use of castastrophic weapons in war.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

*OBJECTIVE: The student will be able to list the major results of World War II.

COURSE CONTENT

III. The cost of war
  A. End of Fascism, Nazism, and Japanese militarism
  B. The loss of lives
  C. Material losses

ACTIVITIES

A. Based on research, construct various kinds of graphs to represent the number of casualties and physical destruction associated with World War II.

B. Invite resource speakers to talk to the class about World War II. Community members who served in the war would be especially interesting for their recollections of the war years.

VOCABULARY

1. Holocaust
2. "Munich"
3. Appeasement
4. Anschlus
5. Blitzkrieg
6. Aggression
7. Fifth column
8. Genocide
9. Quisling
10. "Arsenal of democracy"
11. "Island hopping"
12. Kamikaze

Unit X

Post-World War II

OVERVIEW

Students should understand that out of the devastation of World War II two great powers, the United States and the Soviet Union, arose, and these two great powers have since exerted tremendous influence on the other nations of the world. The students should examine the competing political philosophies offered by the communists in the Soviet Union and the democratic political orientations of the western European countries. At the same time they should be aware of the Soviet's stated, and never renounced, goal of world domination by force.

Students should also see that as the war created two superpowers, other countries such as France and Great Britain were severely weakened as world powers. They should also gain an understanding that when a nation gains nuclear weapons its status in the world changes dramatically.

GENERALIZATION: Human progress has most often occurred under conditions of inter-societal communication.

CONCEPTS: Multiple causation, cause and effect, change

OBJECTIVE: The student will be able to describe the creation and function of the United Nations.

COURSE CONTENT

I. Efforts at collective security
   A. The Yalta and Potsdam Conferences
   B. Organization of the United Nations

ACTIVITIES

A. Create a poster which depicts the goals, organizational structure, and the decision-making process of the United Nations.

B. Create an organizational chart identifying the goals, major components, and agencies of the United Nations.

C. Develop a chart comparing and contrasting the League of Nations with the United Nations. Conduct discussions on the status of the United Nations in the 1980's.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

*OBJECTIVE: The student will be able to explain the origins of the Cold War.

COURSE CONTENT

II. The Cold War
- A. The breakdown of the wartime alliances and failure of the United Nations
- B. Soviet dominance in Eastern Europe
- C. Western Reaction: The Containment Policy
  1. The Truman Doctrine
  2. The Marshall Plan
- D. Further tensions

ACTIVITIES

A. Complete an annotated time line of major Cold War events.

B. Make a list of Western, Eastern, and Nonaligned nations. Color code a politcal map showing where these nations are located.

C. Conduct a panel discussion which compares Russian foreign policy under the tsars with that of various Soviet regimes.

GENERALIZAION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to explain the decline of Britain and France as world powers.

COURSE CONTENT

III. The Free-World nations since World War II
  A. United States and Canada
  B. Western European states
  C. Common problems of the western nations

ACTIVITIES

A. Conduct case studies of Britain and France during the post-World War II period to identify the political, economic, and colonial factors which contributed to the decline of those two countries as world powers.

B. Compare maps of the British and French empires before World War II and today.

C. Role play a British or French student discussing the status of their respective countries with their grandparents.

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GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to analyze the rise of the United States and the Soviet Union as superpowers.

COURSE CONTENT

IV. Development of the Eastern and Western Blocs
   A. The Atlantic Alliance and Western European unification
   B. The Communist Bloc
   C. The Third World

ACTIVITIES

A. Design a collage depicting the characteristics of a superpower. Elements in the collage should include advanced industrial and technological development, superior (nuclear) military strength, stable society with an exceptional standard of living, and a stable political system based on a distinct political ideology.

B. Use graphs and diagrams to compare and contrast the relative strengths of the United States and the Soviet Union at the end of World War II.

C. Write an essay discussing how the concept "superpower" has affected the actions of the United States and the Soviet Union in the last 25 years.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to explain how modern technology has affected our society.

COURSE CONTENT

V. Society in transformation
   A. Scientific and technological advancements

ACTIVITIES

A. Conduct a case study of one of the items identified in Activity "B". Identify the social changes caused by these advances.

B. Create a list of major technological advances that have been achieved since World War II.

C. Compare a major, recent technological innovation with one from another period. For example, compare the use of computers today with the development of printing in the 1400's. Compare and contrast the innovations, then analyze the economic, social, and political impact of the technology.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, cultural creativity, ideology

OBJECTIVE: The student will be able to identify the major cultural movements prevalent in western society.

COURSE CONTENT

B. Cultural and social trends

ACTIVITIES

A. Develop a large group project on major cultural and social trends. Include drawings, sketches, paintings, sculptures, songs, cartoons, models, posters, logos, etc. to demonstrate these trends.

B. Conduct a cultural movement exhibit featuring art, music, and literature since the end of the World War II. Exhibit pictures of modern art, short pieces of modern music, and excerpts from modern writers.

C. Conduct case studies of major figures in the cultural movement since World War II. Have studies of a writer, a musician, and an artist. Reports should include a display featuring one piece of their work.

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GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

OBJECTIVE: The student will be able to describe current domestic and foreign policy problems in the Soviet Union, Eastern Bloc countries, and Western Bloc countries.

COURSE CONTENT	ACTIVITIES
VI. The present in historical perspective	A. Conduct a "20/20" or "60 Minutes" kind of program examining political and foreign policy problems in both Eastern and Western Europe. B. List examples of social, political, and economic problems in Eastern and Western bloc nations. C. Develop a biographical profile of a dissident from a list provided by the teacher. Critically examine excerpts from their speeches or writings and discuss them in class.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, time perspective and chronology, historiography

OBJECTIVE: The student will be able to prepare a historical analysis of a prominent problem in Western society.

COURSE CONTENT

VI. The present in historical perspective

ACTIVITIES

A. Conduct a historical analysis of a significant social, political economic, or cultural problem affecting Western Europe. Use a social science process for analyzing the topic: State the topic, develop a hypothesis, gather and analyze information (particularly from primary sources), and present a conclusion about the hypothesis.

B. Develop a scrapbook on the theme, "The Period in European History That Most Affects Me." Use pictures, simulated diary/journal entries from the period, literature, and other materials which adequately describe the period. Include a short essay describing why this period was chosen.

C. Conduct a "20/20" kind of report on a significant problem in Western Europe. Role play interviews with people with different perspectives on the problem. For example, do a report on the problems in Northern Ireland. Interview someone representing the British government, the Irish government, the Protestant side, the Catholic side, an American, and a European.

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VOCABULARY

1. Detente
2. Containment
3. Iron curtain
4. Cold war
5. Collective security
6. Superpower
7. Bloc
8. Satellite
9. Underdeveloped country
10. Third World

RESOURCES

UNITS I-X

RESOURCES
UNIT I

BOOKS:

1. Braidwood, R. Prehistoric Man. 7th ed. Glenview, Illinois: Scott, Foresman & Co., 1967.

2. Murray, G. Hellenism and the Modern World. Boston: Beacon Press, 1953.

3. Hammond, M. City-State and World State in Greek and Roman Political Theory Until Agustus. Boston: Harvard University Press, 1951.

PERIODICALS:

1. Leakey, R.E.F. "Evidence for Advanced Plio-Pleistocene Hominid from East Rudolph, Kenya." Nature, April 13, 1973, p. 449.

AUDIOVISUALS:

(All of the following audiovisuals are available from the state film library.)

1. "Early Civilizations." Color film, (16mm), 20 minutes, BFA. Covers prerequisites of civilization and pictures the achievements of early civilization in Mesopotamia, Egypt, China, India, Greece, and Italy.

2. "Thor Heyerdahl's Incredible Voyage." Color, (video tape), 25 minutes, Journal Films. Traces the possible connection between ancient Egypt and civilization in Central America.

3. "Decline of the Roman Empire." Color film, 14 minutes, CORF. Recounts the social, political, and economic causes of Rome's decline.

OTHER RESOURCES:

1. Athens: The Golden Age. From the Humanities: Heritage of the Humanities series. Color film, 30 minutes. Emphasizes the art, architecture, and philosophy of 5th century B.C. Athens.

2. Great Ages of Man series. Time-Life Books, Inc., 1965.

   Ancient Egypt
   The Fertile Crescent
   Classical Greece
   Imperial Rome

3. Cottrell, L. Horizon Book of Lost Worlds. Laurel Editions, Dell Publishing Company. (Nine ancient civilizations are covered, including Crete, Anatolia, and the Indus River.)

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Literature

1. Works of Aeschylus, Sophocles, Euripides, Aristophanes
2. Quo Vadis, Sienkiewicz
3. Ben Hur, L. Wallace
4. The Source, J. Michener
5. Republic, Plato
6. Politics, Aristotle

Art

Sculpture

1. The Charioteer
2. The Discus Thrower, Myron
3. Hermes and the Infant Dionysus, Praxitiles
4. Nike of Samothrace
5. Pre-historic cave paintings

Architecture

1. Stonehenge
2. The Parthenon
3. The Colosseum
4. Ionic, Corinthian, Doric columns and orders

BOOKS:

1. Buehr, W. Knights, Castles and Feudal Life. New York: Putnam, 1957.

2. Kielty, B. The Fall of Constantinople. New York: Random House (World Landmark Books), 1957.

3. Williams, J. Life in the Middle Ages. New York: Random House, 1963.

4. Time-Life Series, "Great Ages of Man" The Byzantine World and The World of Islam. Chicago: Time, Inc., 1965.

PERIODICALS:

1. Toynbee, A. "The Byzantine Greeks: Heritage from the Hellenic Greeks," History Today, Vol. 31, November 1981, pp. 14-20.

AUDIOVISUALS:

1. Medieval England: The Peasants' Revolt. Color, 31 minutes, LCOA. Portrays the men and women of the Middle Ages. Discusses the causes and course of the Peasants' Revolt.

2. Charlemagne and His Empire. Color, 13 minutes, CORF. Shows the extent of Charlemagne's empire and the civilizing effect of his reign.

3. Middle Ages: The Rise of Feudalism. Color, 20 minutes, EBEC. Origin of the feudal system and its effects. Considers the crusades in relation to the growth of medieval Europe.

Literature

1. Any of Procopius' works.
2. The Thousand and One Nights
3. Everyman (Morality play)
4. The Canterbury Tales, Chaucer
5. The Rubiayat, Omar Khayyam
6. The Song of Roland

Art (Architecture)

1. Santa Sophia Church in Constantinople
2. Examples of Gothic and Romanesque architecture (Notre Dame, Ravenna Cathedral)
3. The Bayeaux tapestry

Music

1. "Music for a Medieval Day," Horizon Records

BOOKS:

1. Foster, G. The World of Columbus. New York: Scribner, 1965.

2. Hale, J.R. Renaissance. New York: Time, Inc., 1965.

3. Mills, D. Renaissance and Reformation Times. New York: Putnam, 1939.

4. O'Neill, J. Martin Luther. Minneapolis, Minnesota: Lerner Publications Co., 1979.

PERIODICALS:

1. Bertelli, C. "Restoration Reveals the Last Supper." National Geographic, Vol. CLXIV, November 1983, pp. 664-684.

2. Merle, S. "The World of Martin Luther." National Geographic, Vol. CLXIV, No. 4, October 1983, pp. 418-464.

3. Scribner, B. "Luther Quincentenary." History Today, Vol. XXXIII, November 1983, pp. 16-30.

AUDIOVISUALS:

1. The Renaissance, Coronet Films, 18 minutes.

2. Leonardo de Vinci, Giant of the Renaissance, EBEC. 25 minutes.

3. Michelangelo and His Art, Coronet Films. 16 minutes.

4. The Reformation, (Part 1 & 2), McGraw-Hill Films. 52 minutes.

5. Elizabethan England, Horizon Records (recording).

6. Lomin, R., et al. The Search for Personal Freedom. (two volumes), Seventh edition. Dubuque, Iowa: William C. Brown, 1984. (Section Six: Renaissance art, music, and literary selections.)

Literature

1. Sonnets of Petrarch
2. The Decameron, Boccacio
3. In Praise of Folly, Desiderius Erasmus
4. Collected works of Shakespeare

Art

1. Michelangelo, "David," "La Pieta," Sistine Chapel Ceiling and "Last Judgment"
2. Raphael, "The Cowper Madonna" and "The Sistine Madonna"
3. Jan Van Eyck, "John Ardolfini and Wife"
4. Pieter Brueghel, "Peasant Wedding"

Music

1. Music of the High Renaissance in England. Turnabout, TV 0175
2. Great Music of Europe's Courts and Cathedrals. Horizon Records.

21.

BOOKS:

1. Hatton, R. Europe in the Age of Louis XIV. New York: Norton, 1979.

2. Hatton, R. Louis the Fourteenth: Europe. Columbus, Ohio: Ohio State University Press, 1976.

3. Freidrich, C. J. & C. Blitzer. The Age of Absolutism (1660-1813). Bloomington, Ind.: Indiana University Press, 1980.

4. Ranums, O. P. Paris in Eighteenth Century Europe (1713-1789). Sister Bay, Wisc.: Midland Publishing, 1980.

PERIODICALS:

1. Stradling, R. A. "The Planet King: King Philip IV," History Today. Vol. XXXI, March 1981, pp. 16-21.

OTHER RESOURCES:

1. Mitford, N. Frederick the Great. New York: Harper & Row, 1970.

ART, MUSIC, AND WORLD LITERATURE

1. Works of Brahms, Bach, Beethoven, Haydn, et al.
2. Palace of Versailles
3. Hermitage Museum in Leningrad (St. Petersburg)
4. Bernini's works

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UNIT V

BOOKS:

1. Brinton, C. Decade of Revolution. New York: Harper & Row, 1934.

2. Herold, C. The Horizon Book of the Age of Napoleon. New York: Harper & Row, 1963.

3. Lefebure, G. The Coming of the French Revolution. Princeton, New Jersey: Princeton University Press, 1947.

4. Loomis, S. Paris in the Terror. New York: Avon, 1973.

5. Talmon, J. L. Romanticism and Revolt: Europe. New York: Harcourt, Brace, & Jovanovich, 1967.

PERIODICALS:

1. Clarke, P. "Reading History: Liberalism." History Today, Vol. 33, March 1983, pp. 42-46.

2. Johnson, D. "Reading History: The French Revolution." History Today, Vol. 32, January 1982, pp. 35-38.

AUDIOVISUALS:

1. American Revolution: The Cause of Liberty, color, 24 minutes. Louisiana State Department of Education Film Library.

2. French Revolution: Death of the Old Regime, color, 17 minutes. Louisiana State Department of Education Film Library.

3. Napoleon: The Making of a Dictator, color, 27 minutes. Louisiana State Department of Education Film Library.

OTHER RESOURCES:

1. Charles Dickens, A Tale of Two Cities. VHS tape, CBS.

2. Marshall, P. J., The Great Map of Mankind: British Perceptions of the World in the Age of Enlightenment. London: J. M. Dent, 1983.

3. Tombs, R., The War Against Parish: 1871. Cambridge, England: Cambridge University Press, 1982.

Literature

1. Jonathan Swift, Gulliver's Travels.
2. John Locke, Second Treatise on Government and a Letter Concerning Toleration.
3. Edmund Burke, Reflections on the French Revolution.
4. Goethe, "Torquato Tasso" tragedy

Art

1. Jacques Louis David, "The Death of Marat" (1793)
2. Francois Rude, "La Marseillaise" Arc de Triomphe (1833-36)
3. Charles Garnier, Paris Opera House, Paris (1861-74) Roman Arch
4. Sir Charles Barry and A. W. Pugin, Houses of Parliament, London (1836)
5. Benjamin Latrobe, Catholic Cathedral, Baltimore (1805)

Music

1. Mozart: Three Great Symphonies--e flat, g minor, and Jupiter
2. C. J. Rouget de Lisle: "La Marseillaise"
3. Beethoven: Fidelio

BOOKS:

1. Alken, J. Midnight is a Place. New York: Viking Press, Inc., 1974.

2. Burchel, S. Age of Progress. Alexandria, Virginia: Time-Life (Great Ages of Man), 1968.

3. Dickens, C. Oliver Twist. New York: Penguin, 1966.

4. Meigs, C. Jane Addams: Pioneer for Social Justice. Boston: Little, Brown & Company, 1970.

5. Weinberg, A. The Muckrakers: The Era of Journalism that Moved America. New York: Putnam, 1964.

PERIODICALS:

1. Broyshay, M. "Man Power for Britain's Empire," History Today. Vol. 32, August 1982, pp. 41-46.

2. Bythell, D. "Cottage Industry and the Factory System," History Today. Vol. 33, April 1983, pp. 17-24.

3. Dauton, M. "Toil and Technology in Britain and America," History Today. Vol. 33, April 1983, pp. 24-30.

4. McClellan, D. "Marx in England," History Today. Vol. 31, November 1981, pp. 14-20.

5. Trinder, B. "Ironbridge: The Cradle of Industrialization," History Today. Vol. 33, April 1983, pp. 30-35.

AUDIOVISUALS:

1. The Changing World of Charles Dickens, color, 28 minutes.

2. England: Industrial Empire, color, 17 minutes.

3. Technological Failures, color, 14 minutes.

OTHER RESOURCES:

1. Rosenau, H. The Ideal City: Its Artchitectural Evolution in Europe. London: Methuen, 1983.

2. Landes D. S. The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present. Cambridge, England: Cambridge University Press, 1969.

3. Malthus, T. R. "An Essay on Population," Introduction to Contemporary Civilization in the West. New York: Columbia University Press, 1955, p. 196.

Literature

1. The Brothers Grimm, "Fairy Tales"
2. Charles Dickens, Nicholas Nickelby
3. Jane Austen, Pride and Prejudice
4. Adam Smith, Wealth of Nations

Art

1. Gustave Courbe, "The Stone Breaker" (1849)
2. Goya, "The Second of May" and "The Third of May" (1808)
3. Delacroix, "Sardanadalus"
4. Jean Baptiste Camille Corot, "Chartress Cathedral"

Music

1. Beethoven, Symphonies #5 op 67, #6 op 68, #9 op 125.
2. Rossini, "William Tell Overture" 1829.

UNIT VII

BOOKS:

1. Palmer, R. R. and J. Colton. A History of the Modern World. New York: Alfred A. Knopf, 1965.

2. Hall, W. and W. Davis. The Course of Europe Since Waterloo: The 20th Century. New York: Appleton, Century, Crofts, 1968.

3. Morgenthau, H. Politics Among Nations: The Struggle for Power and Peace. New York: Alfred A. Knopf, 1967.

4. Remarque, E. M. All Quiet on the Western Front. New York: C. E. Fawcett Book Co., 1962.

5. Tuchman, B. The Guns of August. New York: Bantam Books, 1962.

PERIODICALS:

1. "Reading History," History Today. Vol. XXXIV, March 1984.

2. Danzinger, C. "The First Suez Crisis," History Today. Vol. XXXII, September 1982, pp. 3-8.

3. Reid, F. and D. Washbash. "Kipling, Kim, and Imperialism," History Today. Vol. XXXII, August 1982, pp. 14-21.

4. French, D. "Reading History: Britain and the Origins of the First World War," History Today. Vol. XXXIII, February, 1983, pp. 49-50.

5. Smith, A. D. "Reading History: Ethnic Identity and Nationalism," History Today. Vol. XXXIII, October 1983, pp. 47-50.

AUDIOVISUALS:

1. Continental Europe in Revolution: 1789-1890. Encyclopedia Britannica Instructional Media, 425 N. Michigan Avenue, Chicago, Illinois 60611.

2. The Great War. NBC: Project 20 series. LSU Instructional Resources Center. Himes Hall, Room 118. $5.00 rental plus postage and handling.

3. World War I: A Documentary of the Role of the USA. LSU Instructional Resources Center. Himes Hall, Room 118. $5.00 rental plus postage and handling.

OTHER RESOURCES:

1. Paths of Glory. Zenger Video, 10000 Culver Blvd., Department 94, P. O. Box 802, Culver City, California.

2. All Quiet on the Western Front. Zenger Video, 10000 Culver Blvd., Department 94, P. O. Box 802, Culver City, California. VHS or BETA. $49.50.

Literature

1. T. S. Eliot, "The Love Song of J. Alfred Prufrock," and "The Wasteland."
2. Rudyard Kipling, Barrack Room Ballads.
3. Oscar Wilde, The Importance of Being Earnest.
4. Joseph Conrad, Heart of Darkness and Lord Jim.
5. H. G. Wells, Time Machine and "Men Like Gods."
6. Erich Maria Remarque, All Quiet on the Western Front.
7. Marcel Proust, Remembrance of Things Past.
8. Thomas Mann, Buddenbrook and Death in Venice.
9. Gustave Flaubert, Madame Bovary.
10. Emile Zola, Nana.

Art

1. Van Gogh, "Self Portrait" (1889).
2. Toulouse-Lautrec, "At the Moulin Rouge" (1892).
3. Edvard Munch, "The Scream" (1893).
4. Picasso, "Old Guitarist" (1903).
5. Henri Matisse, "The Joy of Life" and "Harmony in Red" (1908).

6. Auguste Rodin, "The Kiss" and "The Thinker" (Circa 1889).

7. Constantine Brancusi, "The Kiss" (1908).

Architecture

1. Frank Lloyd Wright, Robie House (1909).

2. Henry Hobson Richardson, Marshall Field (1885-87).

3. Louis Sullivan, Carson, Pirie, Scott, and Company (1899-1904).

4. Walter Gropius, The Bauhaus.

UNIT VIII

BOOKS:

1. Palmer, R. R. and J. Colton. A History of the Modern World. New York: Alfred A. Knopf, 1965.

2. Hall, W. and William Davis. The Course of Europe Since Waterloo: The 20th Century. New York: Appleton, Century, Crofts, 1968.

3. Toland, J. Hitler (two volumes). New York: Doubleday, 1976.

4. Wouk, H. The Winds of War. New York: Alfred Knopf, 1978.

5. Churchill, W. S. The History of the Second World War (Six volumes). Boston: 1948-1953.

6. Hemingway, E. For Whom the Bell Tolls. New York: Charles Scribner, 1940.

AUDIOVISUALS:

1. A New Germany: 1933-1939. Zenger Video, 10000 Culver Blvd., Department 94, P. O. Box 802, Culver City, California. VHS or BETA: $33.95.

2. World At War (Selected volumes). Zenger Video, 10000 Culver Blvd., Department 94, P. O. Box 802, Culver City, California. VHS or BETA: Entrie series approximately $200.00.

3. Nicholas and Alexandra. Zenger Video, 10000 Culver Blvd., Department 94, P. O. Box 802, Culver City, California. VHS or BETA: $75.00.

OTHER RESOURCES:

1. Chamberlin vs. Hitler. LSU Instructional Resource Center. Himes Hall, Room 118, Baton Rouge. Rental rate: $5.00 plus postage and handling.

Literature

1. John Dos Passos, USA.
2. Ernest Hemingway, The Sun Also Rises.
3. F. Scott Fitzgerald, The Great Gatsby and This Side of Paradise.
4. Albert Camus, The Plague.
5. Evelyn Waugh, Brideshead Revisited.
6. Eugene O'Neill, Desire under the Elms.
7. Yevgeny Zamyatin, We.
8. George Orwell, Animal Farm.
9. Brecht and Weill, The Three Penny Opera.

Art

1. Picasso, "Guernica" (1938) and "Three Dancers" (1925).
2. Jean Miro, "Composition" (1933).
3. Piet Mondrian, "Composition with Red, Blue, Yellow" (1930).
4. Paul Klee, "Twittering Machine."
5. Salvador Dali, "Return of Ulysses."

Architecture

1. Le Corbusier, Savoye House (1929-1933).
2. Gropius, "The Bauhaus."

Music

1. Benny Goodman
2. Glenn Miller
3. Wagner (Operas)
4. Stravinsky
5. Shostakovich

BOOKS:

1. Eisenhower, D. Crusade in Europe. New York: Doubleday and Company, 1977.

2. Frank, A. Diary of a Young Girl. New York: Doubleday and Company, 1967.

3. Hersey, J. A Bell for Adano. New York: Alfred A. Knopf, 1944.

4. Life's Picture History of World War II. Miami, Florida: Life Publishers, 1963.

5. Lord, W. Day of Infamy. New York: Bantam, 1957.

6. Mark, Julia. Battle of Britain. Watts. 1984.

7. Mosley, Leonard. Battle of Britain. Silver. 1977.

8. Skipper, G.C. Battle of Britain. Childrens. 1980.

9. Shirer, W.L. The Rise and Fall of the Third Reich. New York: Fawcett Book Group, 1978.

PERIODICALS:

1. Terraine, J. "The Spectre of the Bomb," History Today. April 1982.

AUDIOVISUALS:

Films

1. Hitler, Part I, 26 minutes, McGraw-Hill.

2. Hitler Invades Poland, 27 minutes, McGraw-Hill.

3. The Rise and Fall of Nazi Germany, 17 minutes, McGraw-Hill.

4. Second World War: Triumph of the Axis, 25 minutes, EBE.

5. Two Decades of History, 23 minutes, TFC-IU

6. Munich Tragedy, 26 minutes, EAV.

7. The Week That Shook the World, 25 minutes, McGraw-Hill.

8. World War: 1939-1941, 16 minutes, Cornet Films.

9. World War II (Prologue U.S.A.), 29 minutes, EBE.

10. Winston Churchill: The Man of the Century, 44 minutes, GA.

11. Desert Victory, 62 minutes, Contemporary Films.

12. Hitler, Part 2, 27 minutes, McGraw-Hill.

13. The Second World War: The Allied Victory, 28 minutes, EBE.

14. You Are There: D-Day, 26 minutes, McGraw-Hill.

15. World War II: 1942-1945, 16 minutes, Coronet Films.

16. Victory at Sea, 84 minutes, EBE.

Filmstrip

1. World War II, McGraw-Hill.

UNIT X

BOOKS:

1. Galante, D. D. and W. J. Miller The Berlin Wall. New York: Doubleday, 1969.

2. Goldman, E. F. The Crucial Decade and After: America, 1945-1960. New York: Random House, 1960.

3. Higgins, T. Korea and the Fall of MacArthur. London: Oxford, 1960.

4. Smith E.E.T. The Fourth Floor: An Account of the Castro Communist Revolution. New York: Random House, 1962.

5. Wise, D. and T. Ross The U-2 Affair. New York: Random House, 1962.

PERIODICALS:

1. Newton, S. "Post-War Reconstruction, How Successful Was the Marshall Plan?" History Today. November 1983.

2. Pethybridge, R. "The Soviet Union Post War Reconstruction," History Today. October 1983.

AUDIOVISUALS:

1. United Nations and World Disputes, 22 minutes, Norwood.

2. Aftermath of World War: Prologues to the Cold War, 25 minutes, McGraw-Hill.

3. Berlin: Test for the West, 9 minutes, EBF.

4. Britain: Searching for a New Role, minutes, EBE.

5. East Germany: Land Beyond the Wall, 54 minutes, Carousel.

6. European Economic Community, 13.5 minutes, Cornet.

7. Khrushchev and Berlin, 54 minutes, McGraw-Hill.

8. Castro, 26 minutes, McGraw-Hill.

9. Cuba: The Missile Crisis, 52 minutes, McGraw-Hill.

Filmstrips

1. United Nations Today, filmstrip series, McGraw-Hill.

Literature

1. Thornton Wilder, The Ides of March, Our Town, et al.
2. Aldous Huxley, Brave New World, The Human Situation.
3. George Orwell, 1984, A Clergyman's Daughter.
4. Andre Malraux, The Conquerors, The Voices of Silence.
5. A. J. Cronin, Crusader's Tomb, The Northern Light.
6. Boris Pasternak, The Blind Beauty, Doctor Zhivago.
7. Philip Caputo, A Rumor of War.
8. Germain Greer, The Female Eunuch, The Obstacle Race.
9. Alvin Toffler, Future Shock, The Third Wave.
10. John Nesbitt, Megatrends.
11. Dylan Thomas, Quite Early One Morning, Rebecca's Daughters.
12. Søren Aabye Kierkegaard, Either/Or, The Sickness unto Death.
13. Jean-Paul Sartre, Nausea, Being and Nothingness.

Art

1. Ingmar Bergman
2. Federico Fellini
3. Sergio Leone

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Music

1. The Beatles
2. The Rolling Stones
3. Bob Dylan
4. Bill Haley and the Comets
5. Elvis Presley
6. Bing Crosby
7. Perry Como
8. Aaron Copland
9. Stephen Sondheim
10. Samuel Barber
11. Charles Ives

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SAMPLE UNIT

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SAMPLE UNIT

WESTERN CIVILIZATION

I. Overview: The purpose of this unit is to identify the various causes of the Second World War, especially the role of Nazi Germany. Events preceding the war, the Axis Alliance, various acts of aggression, and the major events of the war with the Allies will be described and discussed. The purpose of the unit will be to demonstrate that World War II was the result of multiple causes, including profound differences in political ideologies.

II. Objectives:

A. Generalization: The motivating factors in human achievement have been either ideological or materialistic.
B. Concepts: Time perspective and chronology, historiography
C. Skills:
   1. Reading social studies materials with comprehension
   2. Applying critical thinking skills
   3. Understanding chronology
   4. Evaluating information
   5. Interpreting graphic materials

III. Procedures:

A. Complete pre-reading activities (Structured overview; pre-reading questions; study guides with follow-up activities)
B. Review content:
C. Axis Aggression
   1. Munich Conference
   2. Acts of aggression
   3. Axis alliance: Rome, Berlin, Tokyo
   4. Nonaggression pact with Soviets
D. Full-scale warfare
E. Occupation of Europe
F. Liberation of Europe
G. Allied Conference

Objective: The student will be able to identify major events of World War II.

Activities: Make a chronological time line of the major events of World War II. Take one section of the line and detail it with these elements: Major events, date(s), personalities involved, significance of event, and source documents with information about the event(s).

IV. Evaluation:

While philosophical positions regarding evaluation of student achievement may differ, most educators recognize the significant impact of evaluation on students and its importance to the entire educational process. Evaluation of instructional progress involves a complex set of skills. If not performed properly, evaluation can lead to abuses.

The purpose of this section is to provide information on the evaluation of student progress and to cite examples of various kinds of evaluations.

The use of pre- and post-tests has gained support in recent years. The pre-test is administered before a new unit of study or at the beginning of a course to assess student needs and prior knowledge of the material to be studied. The teacher uses the results to adjust the objectives and the activities in the unit to compensate for student needs.

The post-test is administered at the end of the unit or course to measure progress and achievement. The results are useful in determining mastery of the skills and concepts required and in diagnosing any necessary remediation. It is hoped that the teacher will use the goals and objectives set forth in this guide to develop sets of pre- and post-tests to be administered with each unit of study.

Tests should be carefully constructed so that the kind of test and the items on the test measure the students' mastery of what has been taught. Tests and test items should be varied to measure all levels of learning, from the specific to the more complex and abstract. Students should be provided experience in taking both essay and objective tests. Objective test items should be varied to include multiple choice, fill-in-the-blank, matching, rearrangement, and alternative response.

Evaluation should not be limited to paper and pencil tests. Assigning a student a grade based solely upon test scores leaves a great deal of that student's abilities and talents untapped. Other important techniques to be included in evaluating student achievement and progress are observation of general class participation, group and individual oral reports, written assignments, creative assignments, and participation in activities such as role playing and simulations.

It is important to keep in mind that evaluation should measure what has been taught to determine if a child has met the objectives specified by the teacher. When grades are being determined, consideration should be given to test scores as well as other methods of evaluation. Student grades should reflect the extent of student mastery and should be justifiable. The meaning of the grade should be communicated in some way to both the student and the parents.

Tests are an important part of evaluation. However, other means such as observation of students are also important in producing evidence which can be studied and analyzed by teachers in evaluating the growth of pupils.

Below are listed a few basic rules of test-making:

1. Have a clear and concise purpose in mind for the test.
2. Plan carefully for the test questions.
3. Make the test parallel the work in class.
4. Test what you teach.

EVALUATIVE TECHNIQUES

Evaluative Techniques

The purpose of evaluation in the social studies program is to improve curriculum, instruction, and learning. Each program and course should have an overall evaluative design encompassing the full array of goals and objectives. Evaluation requires more than testing, marking papers, and filling out report cards. The design, for instance, may include plans for evaluation of a textbook, a film, an activity, or even an item on an examination. In addition, some important evaluative information about affective development or side effects of classroom activities may be inappropriate for use in grading pupils but crucial to improving instruction. Instruments and procedures for use in evaluation include observation checklists, rating scales, and questionnaires. There is also a wide variety of examination forms and kinds of questions from which one may choose.

Any major change in courses and programs should be accompanied by corresponding changes in the evaluative design. As the study and thinking habits of students are to some extent geared to the testing and reporting methods used by the teacher, the design of examinations and choice of test items should be as deliberately chosen as teaching methods and materials. It is extraordinarily difficult to keep students vitally involved in considerations of contemporary affairs, observations of relationships, and empathetic caring about other persons and civic decision making when they are anticipating immediate success or failure to depend upon ability recall of huge quantities of details on an examination. Clearly, there needs to be an alignment of objectives, content, teaching methods, and testing.

The essay is admirably suited to testing the ability to reason, organize, and write effectively. The scoring difficulties may be somewhat ameliorated by describing the nature and scope of responses desired.

Example: In a essay of a page or two discuss the importance of the Nile River to the development of Egyptian agriculture.

Questions requiring short answers tend to be more limited in the depth of responses elicited but expand the scope of the sampling of items that can be included in a single examination.

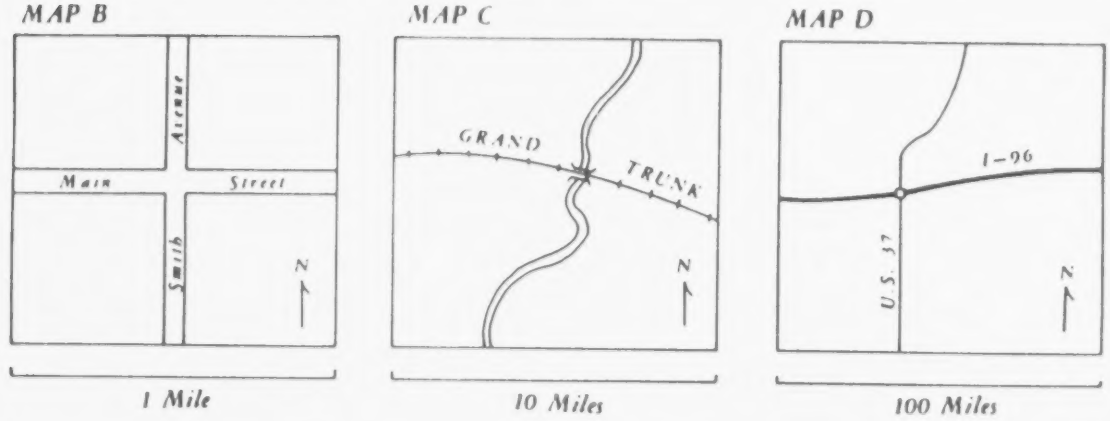
Example: Identify each of the following terms in a paragraph or less:

1. Republic
2. Second estate
3. Old Regime
4. Reactionary
5. Guillotine

In the evaluation of geographic concepts, the use of "map-correlation" questions is appropriate. With this kind of item the pupil has before him a map or maps and questions to be answered. Duplicated, textbook, or other maps may be used.

Example: Look at the reference map(s) and respond to the following by placing the letter of the correct responses in the spaces provided.

MAPS B-D: TRANSPORTATION ROUTES



_____1. Here are three sketch maps. Which one shows the largest area?
- a. Map B
- b. Map C
- c. Map D
- d. All maps show the same area

_____2. On Map D, I-96 and U.S. 37 are
- a. Highways.
- b. Pipelines.
- c. Rivers.
- d. Railroads.

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If there is a clearly thought out overall evaluative design and if a variety of instruments and items are used, pupils' skills and understandings of the flow of events, of cause and effect relationships, and of the "how" and "why" of social studies materials can be more effectively represented.

The bibliography of this section suggests some references that include many interesting examples of kinds of examination items for clearly identified objectives. They are of a variety which may serve as a stimulus to the creative potential of social studies teachers and aid in developing tests that measure what is intended with validity and reliability.

Suggested References:

Berg, Harry D., ed. Evaluation in the Social Studies. Washington, D.C.: National Council for the Social Studies, 1965.

This yearbook is a basic reference work that would be a most useful part of the professional "working library" of all social studies teachers.

Bloom, Benjamin S., ed. Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay, 1956.

This reference work includes a collection of examples of test items at several levels of recall as well as levels of comprehension, analysis, synthesis, and evaluation. It is a major reference used by professional test makers and an invaluable tool in improvement of teacher-made tests.

Buros, Oscar K., ed. Social Studies Tests and Reviews. Highland Park, New Jersey: Gryphon, 1975.

This volume includes a collection of reviews of standardized social studies examinations. Subsequent publications can be found in the Mental Measurements Yearbook and in Tests in Print.

Krathwohl, David, ed. Taxonomy of Educational Objectives: Affective Domain. New York: David McKay, 1964.

Like Bloom's Taxonomy (Cognitive Domain) this reference is a collection of examples of test items keyed to an array of intermediate-level objectives. Both volumes were developed under the aegis of American Educational Research Association (AERA). They are basic works for the educator and of immense practical potential.

Kurfman, Dana G., ed. Developing Decision-Making Skills. 47th Yearbook. Arlington, Virginia: National Council for the Social Studies, 1977.

Chapter 8 of this yearbook, entitled "A Model and Suggestions for Evaluating Decision Skills," contains an array of useful examples. Students may even be involved in using this volume to learn by helping write test items using the models provided.

Morse, Horace T. and George H. McCune, Selected Items for Testing of Study Skills and Critical Thinking. Washington, D.C.: National Council for the Social Studies, 1964.

This bulletin contains a plethora of sample items at various levels. It is likely to be a stimulating reference for creating more pertinent and worthwhile examinations.

National Council for the Social Studies. "How To...." Series. Washington, D.C.: National Council for the Social Studies.

These six- to eight-page practical guides to many classroom tasks include a number useful in writing test items. For example, Number 22 "How to Develop Time and Chronological Concepts," Number 4 "Using Questions in Social Studies," and Number 24 "How to Ask Questions" are especially pertinent.

Social Education, Official Journal of the National Council for the Social Studies, Special Issue. Volume 40, Number 7, November-December, 1976.

This special issue of Social Education entitled "Testing in Social Studies: Practical Ideas for Classroom Teachers" provides arrays of test items examples by subject areas. It also has selections on standardized tests and on designing tests with multiethnic components.

SKILLS CHARTS

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
I. Reading social studies materials at appropriate grade level	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand an increasing number of social studies terms	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
B. Learn abbreviations commonly used in social studies materials	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
II. Applying problem-solving and critical thinking skills to social issues at appropriate grade													
A. Recognize that a problem exists	*	**	**	**	**	** **	** **	** **	** **	** **	** **	** **	** **
B. Define the problem for study	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Review known information about the problem		*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **
D. Plan how to study the problem		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
E. Locate, gather and organize information					*	**	**	** **	** **	** **	** **	** **	** **
F. Summarize and draw tentative conclusions					*	**	**	***	** **	** **	** **	** **	** **
G. Recognize the need to change conclusions when new information warrants		*	**	**	**	**	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
II. Recognize areas for further study	*	**	**	**	**	**	**	**	***	**	**	**	**
I. Use problem-solving techniques by meeting personal and social problems		*	*	*	*	*	*	**	**	***	**	**	**
III. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal direction in classroom and neighborhood		*	**	**	***	**	**	**	**	**	**	**	**
2. Use intermediate directions, as southeast, northwest				*	**	***	**	**	**	**	**	**	**
3. Use cardinal directions and intermediate directions in working with maps				*	**	***	**	**	**	**	**	**	**
4. Use relative terms of location and directions, as near, far, above, below, up, down	*	**	***	**	**	**	**	**	**	**	**	**	**
5. Understand that north is toward the North Pole and south toward the South Pole			*	**	**	***	**	**	**	**	**	**	*
6. Understand the use of the compass for direction					*	**	***	**	**	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Use the north arrow on the map				*	**	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
8. Orient desk outline, textbook and atlas maps correctly to the north					*	**	**	***	**	**	**	**	**
									**	**	**	**	**
9. Use parallels and meridians in determining direction					*	**	**	***	**	**	**	**	**
									**	**	**	**	**
10. Use different map projections to learn how the pattern of meridians and that of parallels differ					*	*	*	**	***	**	**	**	**
										**	**	**	**
11. Construct simple maps which are properly oriented as to direction			*	**	**	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and a globe			*	**	***	**	**	**	**	**	**	**	**
						**	**	**	**	**	**	**	**
2. Recognize land and water masses on a globe and on a variety of maps		*	**	***	**	**	**	**	**	**	**	**	**
					**	**	**	**	**	**	**	**	**
3. Identify on a globe and on a map of the world, the equator, continents, oceans, large islands			*	**	***	**	**	**	**	**	**	**	**
						**	**	**	**	**	**	**	**
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction and locations					*	*	*	**	***	**	**	**	**
										**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Relate low latitudes to the equator and high latitudes to the polar areas				*	**	**	***	**	**	**	**	**	**
6. Interpret abbreviations commonly found on maps			*	**	**	**	***	**	**	**	**	**	**
7. Use map vocabulary and key accurately			*	**	**	***	**	**	**	**	**	**	**
8. Use longitude and latitude in locating places on wall maps					*	**	***	**	**	**	**	**	**
9. Use an atlas to locate places					*	**	**	***	**	**	**	**	**
10. Identify the time zones of the United States and relate them to longitude					*	**	**	***	**	**	**	**	**
11. Understand the reason for the International Date Line, and compute time problems of international travel								*	**	**	***	**	**
12. Consult two or more maps to gather information about the same area					*	**	***	***	**	**	**	**	**
13. Recognize location of major cities of the world with respect to their physical setting				*	**	**	***	**	**	**	**	**	**
14. Trace routes of travel by different means of transportation			*	**	**	***	**	**	**	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Develop a visual image of major countries, land forms, and other map pattern studies			*	**	**	**	***	**	**	**	**	**	**
								**	**	**	**	**	**
16. Read maps of various types which show elevation					*	**	***	**	**	**	**	**	**
								**	**	**	**	**	**
17. Understand the significance of relative location as it has affected national policies							*	**	**	**	**	***	**
													**
18. Learn to make simple sketch maps to show location			*	**	***	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	*	***	**	**	**	**	**	**	**	**	**	**	**
			**	**	**	**	**	**	**	**	**	**	**
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	*	**	**	***	**	**	**	**	**	**	**	**	**
					**	**	**	**	**	**	**	**	**
3. Compare actual length of a block or a mile with that shown on a large scale map					*	**	**	**	***	**	**	**	**
										**	**	**	**
4. Determine distance on a map by using a scale of miles					*	**	***	**	**	**	**	**	**
								**	**	**	**	**	**
5. Compare maps of different size of the same area					*	**	**	**	***	**	**	**	**
										**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					*	**	**	***	**	**	**	**	**
7. Compute distance between two points on maps of different scale					*	**	**	**	***	**	**	**	**
8. Estimate distances on a globe using latitude; estimate air distances by using string to measure great circle routes							*	**	**	***	**	**	**
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used					*	**	**	**	**	***	**	**	**
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map	*	**	**	**	***	**	**	**	**	**	**	**	**
2. Learn to use legends on different kinds of maps			*	**	**	***	**	**	**	**	**	**	**
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents					*	**	**	**	**	***	**	**	**
4. Study color contour and visual relief maps and visualize the nature of the areas shown					*	**	**	***	**	**	**	**	**
5. Interpret the elevation of the land from the flow of rivers								*	**	***	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

IV. Understanding time and chronology	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Develop an understanding of the time system and the calendar													
1. Associate seasons with particular months in both northern and southern hemisphere		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Understand the relation between rotation of the earth and day and night		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
3. Understand the system of time zones as related to the rotation of the earth					*	**	**	**	**	***	** **	** **	** **
4. Understand the relation between the earth's revolution around the sun and a calendar year				*	**	**	***	** **	** **	** **	** **	** **	** **
5. Accumulate some specific date-events as points of orientation in time				*	**	**	**	**	**	**	**	***	** *
6. Comprehend the Christian system of chronology B.C. and A.D.					*	**	***	** **	** **	** **	** **	** **	* *
7. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite concepts as second, minute, yesterday, decade, century			*	**	**	**	***	** **	** **	** **	** **	** **	** *
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	*	**	**	**	**	**	***	** **	** **	** **	** **	** **	* *

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Acquire a sense of prehistoric and geological time						*	**	**	**	**	**	***	** **
9. Learn to translate dates into centuries						*	**	***	** **	** **	** **	** **	** **
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time													
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to arrange personal experiences in order	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Comprehend sequence and order as expressed in first, second, and third, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	* *
4. Learn to figure the length of time between two given dates					*	**	**	***	** **	** **	** **	** **	* *
5. Understand differences in duration of various historical periods							*	**	**	**	**	***	* *
6. Understand and make simple time lines				*	**	**	***	**	** **	** **	** **	** **	* *
7. Use a few cluster date-events to establish time relationships among historic events						*	**	***	** **	** **	** **	** **	

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Learn to relate the past to the present in the study of change and continuity in human affairs		*	**	**	**	**	**	***	** **	** **	** **	** **	** **
9. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								*	**	**	**	***	** **
V. Evaluating Information													
A. Distinguish between fact and fiction		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
B. Distinguish between fact and opinion				*	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						*	**	**	**	***	** **	** **	* *
D. Consider which source of information is more acceptable, and why						*	**	**	**	***	** **	** **	* *
E. Examine reasons for contradictions or seeming contradictions, in evidence						*	**	**	**	***	** **	** **	* **
F. Examine material for consistency, reasonableness, and freedom from bias						*	**	**	**	***	** **	** **	* *
G. Recognize propaganda and its purposes in a given context						*	**	***	**	**	** **	** **	* *

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Draw inferences and make generalizations from evidence						*	**	**	**	***	**	**	**
											**	**	**
I. Reach tentative conclusions						*	**	**	**	***	**	**	**
											**	**	**
VI. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial materials													
1. Recognize these materials as sources of information		*	**	**	**	**	***	**	**	**	**	**	*
								**	**	**	**	**	*
2. Distinguish between types of pictorial material, recognize the advantages of each, and the need for objectivity in interpretation							*	**	**	***	**	**	*
											**	**	*
3. Note and describe the content of the material, both general and specific							*	**	**	***	**	**	*
											**	**	*
4. Interpret by applying related information, and use the material as one basis for drawing conclusions							*	**	**	***	**	**	*
											**	**	*
B. Interpret Cartoons													
Recognize these materials as expressing a point of view and interpret the view expressed							*	**	**	**	***	**	

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Note and interpret the common symbols used in cartoons								*	**	**	***	** **	** **
C. Study Charts													
1. Understand the steps in development indicated					*	**	**	**	**	**	**	**	***
2. Trace the steps in the process shown					*	**	**	**	**	**	**	**	***
3. Compare sizes and quantities				*	**	**	**	**	**	**	**	**	***
4. Analyze the organization or structure				*	**	**	**	**	**	**	**	**	***
5. Identify elements of change				*	**	**	**	**	**	**	**	**	***
D. Study graphs and tables													
1. Understand the significance of the title				*	**	**	**	**	**	**	***	** **	** *
2. Determine the basis on which the graph or table is built and the units of measure involved				*	**	**	**	**	**	**	**	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use all parts of a world atlas					*	**	**	**	**	**	***	** **	** **
E. Compare maps and draw inferences													
1. Read into a map the relationship suggested by the data above shown as the factors which determine the location of cities					*	**	**	**	**	***	** **	** **	** **
2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data					*	**	**	**	**	***	** **	** **	** **
3. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand					*	**	**	**	**	***	** **	** **	** **
4. Understand the differences in different map productions and recognize the distortions involved in any representation of the earth other than the globe						*	**	**	**	***	** **	** **	** **
5. Use maps and the globe to explain the geographic setting of historical and current events					*	**	**	**	**	**	**	***	* **
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources						*	**	**	**	**	**	***	* **
7. Infer man's activities or way of living from physical detail and from latitude		*	**	**	**	**	***	** **	** **	** **	** **	** **	* **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Interpret the relationships shown				*	**	**	**	**	**	**	***	** **	** **
4. Draw inferences based on the data				*	**	**	**	**	**	**	***	** **	** **
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)								*	**	**	***	** **	** **
F. Relate information derived from pictures, charts, graphs and tables gained from other sources								*	**	**	***	** **	** **

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

LOCATING INFORMATION	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Work with books													
1. Use title of books as guide to contents				***									
2. Use table of contents			***										
3. Alphabetize			***										
4. Use index						***							
5. Use title page and copyright data													
6. Use appendix						***							
7. Use glossary						***							
8. Use map skills							***						
9. Use illustration list													

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Distinguish between storybooks and factual books					***								
11. Choose a book appropriate for the purpose				***									
B. Find information in encyclopedia and other reference books													
1. Locate information in an encyclopedia by using key words							***						
2. Index						***							
3. Cross reference							***						
4. Letters on volume						***							
5. Use reference works, such as World Almanac								***					
6. Who's Who								***					
7. Atlases						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Statements yearbook								***					
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter			***										
2. According to the second letter				***									
3. According to the third letter					***								
4. Use guide words					***								
5. Learn correct pronunciation of a word						***							
6. Understand syllabication					***								
7. Choose the appropriate meaning of the word for the context in which it is used					***								

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
D. Read newspapers, magazines, and pamphlets with discrimination	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognizes these materials as sources of information about many topics, especially current affairs							***						
2. Select important news items							***						
3. Select from these sources material that is pertinent to class activities							***						
4. Learn the organization of a newspaper						***							
5. How to use the index						***							
6. Learn about the sections of the newspaper							***						
7. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets								*	**	**	**	**	*
E. Know how to find materials in a library, both school and public													
1. Locate appropriate books				***									
2. Use a book card						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
3. Use the card catalogue to learn that:	K	1	2	3	4	5	6	7	8	9	10	11	12
a. A book is listed in three ways—by subject, by author, and by title						***							
b. All cards are arranged alphabetically						***							
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf						***							
d. Some author cards give more information than the title or subject						***							
e. Information such as publisher, date of publication, number of pages and illustrations, and usually some annotation are provided						***							
f. The Dewey Decimal System is a key to finding books							***						
4. Use the Readers' Guide to Periodical Literature and other indexes							***						
F. Gather facts appropriate to grade level from field trips and interviews													
1. Identify the purpose of the field trip or interview	*	**	**	**	**	**	**	**	**	**	**	**	**
2. Plan procedures, rules of behavior, questions to be asked, things to look for	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Take increasingly greater initiative in the actual conduct of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	*
4. Evaluate the planning and execution of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
5. Find acceptable ways to open and close an interview			*	**	**	**	**	**	**	**	**	**	**
6. Express appreciation for courtesies extended during the field trip or interview			*	**	**	**	**	**	**	**	**	**	**
7. Record, summarize, and evaluate information gained				*	**	**	**	**	**	**	**	**	*
ORGANIZING INFORMATION													
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source							***						
B. Select the main idea and supporting facts						***							
C. Compose a title for a story, picture, graph, map, or chart							***						
D Select answers to questions from material heard, viewed, or read							***						

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Take notes, making a card of the source by author, title, page							***						
F. Classify pictures, facts, and events under main headings or in categories							***						
G. Arrange events, facts, and ideas in sequence							***						
H. Make simple outlines of material read					***								
I. Make simple outlines of material read, using correct outline form							***						
J. Write a summary of main points encountered in material							***						
K. Make a simple table of contents					***								
L. Make a bibliography								*	**	**	**	**	**
ACQUIRING INFORMATION THROUGH READING													
A. Skim to find a particular word, get a general impression, or locate specific information					*	**	**	**	***	***	***	***	***

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Read to find answers to questions					*	**	**	**	***	***	***	***	***
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas								***					
D. Select the statements that are pertinent to the topic being studied								***					
E. Make use of italics, marginal notes and footnotes to discover emphasis by author								***					
ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING													
A. Listen and observe with a purpose	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Listen attentively when others are speaking	*	**	**	**	**	**	**						
C. Identify a sequence of ideas and select those that are most important		***	***	***	***	***	***	***	***	***	***	***	***
D. Reserve judgment until the speaker's entire presentation has been heard	*	**	**	**	**	**	**	**	**	**	**	**	**
E. Take notes while continuing to listen and observe							*	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

COMMUNICATING ORALLY AND IN WRITING APPROPRIATE TO GRADE LEVEL	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Speak with accuracy and poise													
1. Develop an adequate vocabulary	*	***	***	***	***	***	***	***	***	***	***	***	***
2. Choose the appropriate word	*	**	**	***	***	***	***	***	***	***	***	***	***
3. Pronounce words correctly and enunciate clearly	*	**	**	**	**	**	**	**	**	**	**	**	**
4. Talk in sentences	*	**	**	**	**	**	**	**	**	**	**	**	**
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted							*	**	**	**	**	**	**
6. Keep to the point in all situations involving oral expression	*	**	**	**	**	**	**	**	**	**	**	**	**
7. Develop self-confidence	*	**	**	**	**	**	**	**					
8. Exchange ideas through discussion, either as leader or participant					*	**	**	**	**	**	**	**	**
9. Respect limitations of time and the right of others to be heard	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

B. Write with clarity and exactness	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Write independently, avoiding copying from references							*	**	**	**	**	**	**
2. Use standard English					*	**	**	***	***	***	***	***	***
3. Include a bibliography to show source of information								*	**	**	**	**	**
4. Include footnotes when necessary								*	**	**	**	**	**
5. Proofread and revise							*	**	**	**	**	**	**
WORKING WITH OTHERS													
A. Respect the rights and opinions of others	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Understand the need for rules and the necessity for observing them	*	**	**	**	**	**	**	**	**	**	**	**	**
C. Take part in making the rules needed by the group	*	**	**	**	**	**	**	**	**	**	**	**	**
D. Accept the role of leader or follower, as the situation requires	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Profit from criticism and suggestions				*	**	**	**	**	**	**	**	**	**
F. Distinguish between work that can be done more efficiently by individuals and that which calls for group efforts					*	**	**	**	**	**	**	**	**
G. Use the rules of parliamentary procedure when needed							*	**	**	**	**	**	**